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TO THE TEACHER OF INDIA
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IS DEDICATED

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It provides authoritative information on educational and cultural programmes, activities and experiments in India and abroad. Its material is presented objectively and is free from bias.

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EDUCATION IN A SOCIALISTIC SOCIETY*

IT is not possible and perhaps not necessary to define a socialistic society within the compass of a 15 minutes' talk. We may, however, indicate very briefly what is intended by a socialistic society. The use of the objective indicates that it is not any rigid pattern or formula we have in mind but a movement towards a social order exhibiting certain broad and general characteristics.

To my mind, the concept of a socialistic society arises out of the concept of democracy. No truly socialistic society can be undemocratic. Nor can a truly democratic society be anything but socialistic. There may be sharp differences of opinion about what a democracy is, but I would stick to the definition I have attempted in my forthcoming book, *Science, Democracy and Islam.* To my mind, the one thing which distinguishes all the different political systems and ideologies which we call democratic is the urge to establish an equivalence if not an identity between duties and rights. Historically this is a comparatively new development in human thought. It has not always been accepted as a self-evident truth *that rights must be coincident with duties.* For long ages, the majority of people in any community had only duties but few, if any, rights. All societies have so far enforced duties on large sections of the unprivileged or the under-privileged who had fewer rights than a fortunate minority. Democracy began with the attempt to establish the equality of rights and duties for all members of a community.

We can, therefore, look at democracy only as a broad movement in human history. It is not accidental that the first application of this concept was in the field of politics. Without political democracy—i e., equality in the political field—other forms of equality cannot exist. Neither can political democracy be fully effective in the absence of economic and social democracy. The attempt to achieve equality in the political field alone has been in the past and will always in the future be defeated by the existence of inequalities in wealth, position, status and perhaps most important of all, education. Political democracy can, therefore, be real only in a socialistic society.

If equalisation of rights and duties is the essence of democracy it *inevitably leads to socialism.* Equalisation of rights does not, however, imply equality of achievement and still less equality of enjoyment. Individuals differ from one another in a thousand ways. They have their own likes and dislikes. Equality of rights and duties cannot obviously equalise tastes and distastes. It may be added that neither does equalisation mean identity of functions. It would be absurd to expect identical services from individuals with different abilities and interests. Nor is such a demand necessary. The services which a society demands from its members are many and of many types. Equality can and must however imply that each individual has equal opportunity to satisfy his or her legitimate claims.

The first condition for establishing a socialistic society is the equalisation of opportunity for all. This can be done only if the doors of education are equally open to all. Political democracy becomes an empty form if there are gross

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* By Courtesy of All India Radio. This was the concluding talk by Professor Humayun Kabir in a National Broadcasts series : "*Towards a Socialistic Society.*"

inequalities in society. Of all these inequalities, the most incompatible with a socialistic society is inequality in education. India has elected to be a democratic republic and in the furtherance of that aim taken impressive steps for expanding the facilities for education. In less than ten years, the number of Elementary school children has risen from about ten to almost twentyfour millions. Enrolment in secondary schools and higher institutions has doubled. The handicaps from which rural areas have suffered in the past are being rectified. Community projects and national extension services are reaching out to the farthest corners of the land. Nevertheless, much more remains to be done. Fifty per cent of the children of elementary school age are still out of school. A large proportion of even those who enter school drop out before the end of the elementary stage. To realise what the Constitution provides demands still greater efforts from the Government and the people of the land.

We must also recognise that provision of universal elementary education is not by itself adequate. Elementary education up to 14 can only be a minimum for performing the minimum duties of citizenship. In a world of growing intercommunication and complexity, leadership can be exercised only by those who have greater knowledge. This demands a widening of the opportunity of education. It is obvious that greater education means a greater development of the inherent capacity of an individual and hence offers him greater opportunities. Where the opportunity of higher education is dependent on the resources of the family, the opportunity of leadership is also largely confined to wealthier classes. This results in large-scale national loss as many children and adolescents of brilliant promise have to give up study prematurely. It also aggravates existing inequalities. We therefore find that attempts are being made everywhere to extend the scope of free education in two ways :- by bringing it to sections who have not enjoyed the privilege in the past and by extending the period of compulsory free education.

In fact, the creation of equal educational opportunity is not achieved by simply providing free education at *all* levels. Even at the elementary level, economic considerations often compel parents to withdraw their children from school. In an impoverished society, the smallest contribution to the family income is important. That is why a socialistic society must make elementary education free and also provide a generous measure of assistance for food, clothing and books. Similar provision must be made at the secondary and the university levels so that no child with the necessary ability is denied the opportunity of higher education because of lack of funds.

In view of inadequate resources, India has not been able to provide immediately assistance on the necessary scale but a beginning has been made by instituting special scholarships to mitigate the handicaps from which former unprivileged groups and areas still suffer. The operation of the Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships' Scheme is thus a step in the right direction and has led to an enormous increase in the number of students from these groups. Outside these communities also, there are children and adolescents who are meritorious but are compelled to give up their studies prematurely because of lack of resources. Something must be done for them in the interest of both the individual and the community. There can be no movement towards a socialistic society unless there is generous provision of scholarships and other assistance to deserving pupils at all levels.

A socialistic society seeks to offer welfare services to all sections of the community. It is sometimes argued that such welfare services cannot be introduced and still less sustained in the absence of adequate resources. Of course, all services have to be paid for in terms of

effort and wealth but it must not be forgotten that the degree of effort or the volume of wealth is itself dependent on education. No permanent improvement in the economic condition of a country is possible without an improvement in the quality of its manpower. Without improvement and expansion in the facilities for education, the necessary improvement in manpower cannot be achieved. In fact, national wealth is today largely a function of national education. Science has created a situation where almost anything can be created out of anything. Nations with a high degree of education are invariably prosperous while those who lack adequate educational facilities are, in spite of immense potential natural resources, miserable and poor. Education may thus from one point of view be regarded as one of the social services which can be provided only if the community has the necessary resources. But from another, and I would suggest a truer point of view, education is the factor which determines the economic and social progress of the country through its effect in shaping the quality of its manpower.

There are two other considerations which make education for *all* the foundation stone for a socialistic society. Such a society demands cooperation from all. It seeks to make public good, not private profit, the motive of human action. How can this happen unless there is an economy of plenty in place of the present economy of want ? So long as at least the minimum cannot be assured to all, it would be too much to expect that the strong and the able will forego their claims and share things equally at a below-minimum standard. An economy of plenty can be built only through the application of science and the use of all the talent available in society. This can be ensured only if educational opportunity is equally available to all.

Our educational ideals and methods must also be changed if we are to develop a spirit of cooperation among men. Till now, competition has ruled human relations, both among individuals and nations. If we are to substitute cooperation in place of competition as the spring of human action, we must remove causes of jealousy and strife and what greater cause for such jealousy and strife can there be than patent inequalities among men and nations ? That is why a socialistic society aims at greater equality of income for all, both nationally and internationally. If absolute equality cannot be immediately achieved, at least the gross inequalities must be removed forthwith. In a socialistic society, a teacher must have a better deal than he enjoys in contemporary India.

We talk of the importance of the teacher's task and the high dignity of his profession, but the price we have put upon his work is among the lowest. Can we honestly say that the profession is attracting the right quality of recruits ? Is it not often the case that men and women take to teaching only after they have failed to find other employment ? Better training of teachers may lead to some improvement, but it is obvious that where the intrinsic quality is poor, training cannot give the desired results. In order to improve the quality of the recruits, the most important consideration is an improvement in the salary scales. In this way alone can we ensure that a fair proportion of able men and women will be attracted to and retained in the profession.

It is strange that we do not fully realise the great danger of the present situation. If we place the younger generations in the charge of men and women who feel frustrated and defeated, do we not run the risk that some of their bitterness and cynicism will enter into the soul of the young placed in their charge ? What greater danger can there be to a community than the risk of corrupting its youth ? To put the matter in another way, if there is no improvement in the quality of education, can there be any improvement in the quality of manpower ? And can there be any improvement in the quality of

education without an improvement in the quality of teachers ?

Expansion of educational facilities will also have a most beneficial effect on the climate of opinion in the country. In spite of the tremendous achievements of India since Independence, can we deny that large sections of the youth suffer from frustration and fear ? One major cause of this is the impact of unemployment on the educated youth. All unemployment is bad and a socialistic society must provide openings to all. Educated unemployment is, however, doubly bad for it influences not only those who are immediately affected but the entire community. The educated unemployed are vocal and infect others with their discontent. And yet there is no reason why there should be any educated unemployment in an India pledged to a socialistic pattern of society. If we provide elementary education only for all children upto the age of 14, we would need an additional two million teachers. There would be a resulting increase in the number of teachers at the secondary and university level. In a word, an expansion of the facilities for education would wipe out educated unemployment at one stroke and create in the minds of the youth an attitude of confidence, hope and faith.

A democracy seeks to establish equality of rights and duties for all members of the community. A socialistic society goes further and seeks to achieve the same equality for all mankind. A socialistic society is from the nature of the case a society with an international outlook. History is full of warnings that any attempt to reserve privileges for a group—whether it be an entire nation or a section within a nation—leads ultimately to the limitation of privileges for all. Rights and duties to be truly rights and duties must be universally shared. Education in a socialistic society must therefore emphasise, as perhaps never before, the intimate inter-relation of individual societies to the larger society of mankind.

Never before have nations been brought so close to one another. Today, whatever happens in any corner of the globe has immediate repercussions everywhere else. A nation or a people can ignore what happens outside its borders only at its peril. To be aware of the world in its entirety is to develop a quality of toleration of differences. Not only toleration but respect for differences, for every man today is the inheritor of all that has happened to man in every age and clime. Education in a socialistic society must foster a spirit of toleration, understanding and goodwill and guarantee to each individual the freedom to develop to his full capacity without infringing upon the rights of others. This is what India has set to do in achieving the goal of a socialistic society for her people.

Humayun Kabir

A NOTE ON TEACHERS' SALARIES IN SWEDEN

Teachers' salaries are a burning question in every part of the world. Minds have been and are exercised on how to improve the status and the earnings of the teaching profession; and this is a matter that touches us in India even more than it does the teaching profession in Europe. We publish below a short Note on salaries for teachers in Sweden. It will be evident from it that we have much leeway to make up if we are to pay our teachers as well as Sweden pays hers.—Editor

Annual Salaries in Sweden, 1944—1954

	Skilled worker in metal industry	*Female Clerk*	*Primary School Teacher*	*Chief in Government Administration*
1944	4,500 Crs.	3,400 Crs.	6,800 Crs.	12,600 Crs.
1949	6,200 „	5,700 „	9,400 „	17,400 „
1954	9,700 „	8,000 „	14,400 „	27,000 „

Another scale, indicating basic monthly salaries without cost of living allowances, gives the following comparison :

Cabinet Minister	3,460 Crs.
Supreme Court Judge	3,260 „
University Professor	2,560 „
Chief of Section, Central Administration	2,225 „
Army Colonel	2,225 „
College Teacher (with a Ph.D.)	1,832 „
Army Major	1,757 „
First Secretary, Central Administration	1,679 „
Secondary School Teacher (with a degree)	1,523 „
Army Captain	1,523 „
Primary School Teacher (graduated from Training College)	1,097 „

108 Crs. = 100 Rupees

PLANNING SCHOOLS FOR TOMORROW

This is the second instalment of "Planning Schools for Tomorrow" by J. G. Fowlkes. Like the first instalment that appeared in our last issue, it makes its pronouncements on Americans living and working within the framework of an American Society. Nevertheless, in this as in the previous instalment, there is so much that is immediately relevant to India today, that we are happy to be able to place it before our readers. In an issue dedicated to the Teacher it is especially relevant, for Dr. Fowlkes discusses the teacher we need today, teaching as science and art and the fundamentals of educational administration. He concludes with the financial implications of educational planning and the clearly enunciated belief that "Those who would go forward must plan", and that "to plan most effectively", within a democracy, "requires large-scale cooperative effort."

EDITOR

The School Staff

What Kind Of Teachers?: In the last analysis the determining factor in a good school programme is the teacher. Teaching at its best is both an art and a science. It is the stimulation and direction of learning. The good teacher is a consulting engineer in the realm of human behaviour, reflecting the spirit of unerring accuracy usually credited to the scientist joined with the sympathetic understanding that is essential in a good parent. Teachers are professional workers and should be recognised as such.

The personal qualities and the education of teachers are of the greatest importance to all citizens—especially to parents. Citizens should be just as concerned with the requirements for a teacher's certificate as they are with the requirements for a license to practise medicine.

Some of the major problems in the education of teachers are stated in a bulletin of the American Council on Education as follows:

> In the past, teacher education thought little about the growth and development of children. Its concern was with learning from books. It was assumed that knowledge that had value for one student had the same value for all, and that the process of learning was essentially the same for all children. This was not a reasoned theory of education. It was a tradition dominating practice. As medicine, psychology, psychiatry, and sociology have moved forward, these traditions have been less accepted. We see more clearly that children and youth are not all alike. Children live in a world of people, of institutions, of natural and social forces. It has been made clear that the rate of learning, as well as what we learn, are affected by mental and physcial health. We know that knowledge, as facts remembered, is not the same as knowledge that alters personality and character. A set of inherited traditions has begun to give place to a theory of education that rests upon a thorough knowledge of the child.
>
> Since democracy believes in the individual, the development and continuous elaboration of this theory of education must be made a fact in teacher education. Neither the alternative of the traditional out-of-date memorization of facts nor that of the indoctrination of our children to fit some fixed idea of society is calculated to further the ideals of democracy.
>
> The problem (of training teachers) is two-fold: first, to bring together the wide array of facts about child life and growth and to make them available for teachers: second, to develop fully the implications of this body of knowledge for the care and cultivation of youth.[4]

Teachers should be widely travelled and well read and have personalities

[4] American Council on Education Studies. Major Issues in Teacher Education, Series 1, Vol. II No. 4, February 1938, p. 11-12.

which stimulate the development of other human beings. Teaching should come not merely out of textbooks but out of experience as well. A poor teacher may do untold harm to boys and girls long before the damage has been fully discovered.

As is true of all good workers, good teachers deserve and must have good salaries. A community which pays low teachers. salaries may think that it is economising, but in reality it is engaging in tragic extravagance at the price of wrongly or inadequately developed human life.

Local School Administrators Important:—In planning the educational programme marked attention should be given to the qualifications needed by local school administrators and to the selection of such officials. No office in a local community is more important than that of the head of the public school system. To a high degree the local superintendent of schools can determine not only the basic nature of the school programme but also the cultural and social level of the community as a whole.

Qualifications for a superintendent are many and varied. A superintendent of schools should be socially minded and should conceive of the school as the centre of community life and service. He should have a rich background in the cultural and social aspects of life, should have clearly defined concepts of community needs, and should be able to point the way in establishing educational experiences and services which will make the community a desirable place in which to live. His qualifications should be such that the school staff and the citizens alike will recognise him as a leader in working for the fullest development not only of boys and girls but also of adults.

The selection of a superintendent of schools for a community should be the concern of the teaching staff and the citizenship as a whole as well as the immediate responsibility of the board of education. Representatives of teachers should participate in his selection in much the same way that committees of university and college faculties act as advisers to boards of regents and trustees in the selection of university and college presidents.

Need for School Supervision:—Any group of workers needs direction and supervision. This is particularly true of an educational staff. The stimulation and co-ordination of a school staff by a competent supervisory group is necessary in order that a community may profit fully from the professional competence of the educational force.

School supervisors should reflect the same broad social point of view that is essential in the superintendent of schools. At the same time supervisors must be qualified to give specific help and direction to the members of the teaching staff so that they in turn may give efficient and effective service toward the full development of boys and girls and men and women. Training teachers on the job is the basic responsibility of school supervisors.

Supervisors are just as essential for effective operation of the school as they are for efficiency in commercial and industrial institutions. Laymen should recognize supervision as an essential part of the instructional programme.

Physical Facilities

The School Plant:—The necessity for buildings and grounds is usually recognised in considering the actual provision of educational service. Unfortunately, however, school plant needs are not always determined upon the basis of all the criteria that should be employed in establishing plant facilities for an educational programme. These criteria, which apply to buildings and grounds, should include the following:—

1. Accessibility

2. Adequacy with respect to needed services.
3. Adequacy with respect to size.
4. Arrangement.
5. Utilization.
6. Possibility of rearrangement.
   (a) Services.
   (b) Size.
7. Possibility of expansion.
   (a) Services.
   (b) Size.

They should be applied both in planning new schools plants and in the evaluation of existing plants. Every effort should be exerted to make full use of existing facilities; for example, there is no reason why school buildings should not be used as hostels or for other purposes during the summer months. School buildings should truly serve as community centres.

Equipment and Materials:—Too often an educational programme is deficient because of the lack of essential equipment and materials. Not only books, magazines, and laboratories, but also many other types of aids to learning, such as films, charts, maps, and globes, are essential for a good school. It should be realized that instructional materials are essential in all phases of an educational programme. Too frequently some particular division or branch of the educational programme enjoys relatively adequate instructional materials while another division or branch is well-nigh entirely without needed materials. Maximum operating efficiency simply cannot be attained unless adequate materials for learning, teaching, supervision, and administration are made available for all types of educational offerings.

Administrative and supervisory officers, as well as classroom teachers, throughout the country far too frequently are forced to spend much time in laborious, routine work because of the lack of necessary machines and materials and because of inadequate clerical assistance. State departments of public instruction, colleges and universities, and local school system alike should be supplied with such instruments as computing and duplicating machines and with needed clerical staff to the same degree as efficiently organized commercial concerns.

Organization and Administration of Public Education

Laymen should be concerned about the organization of local school districts. The school curriculum, school services, and operating efficiency are affected greatly and sometimes determined by the organization of local school districts.

Local School District Organization:—"There are more than 120,000 school districts in this country. For purposes of efficient administration there probably should be no more than from 3 to 5 thousand."[5]

In most States the reorganization of local school districts is imperative for the realization of good schools. One of the reasons that such reorganization is taking place slowly is the lack of understanding of the purposes or functions of local school districts or units. Local school districts are necessary for three purposes or functions: To establish a school attendance area; to provide necessary administrative and supervisory services; and to furnish a tax base for the participation of the local community in the financial support of schools. A local school district or unit may be organized for any one or a combination of these purposes. Where density of school population and transportation and facilities will permit, school attendance units should be so organized that the enrolment of every school will be large enough to justify a full, balanced educational programme of the type

5. National Resources Planning Board. O.P. Cit., P. 121.

previously discussed, including necessary administrative and supervisory services. School tax units should be organized on a similar broad base.

Another reason for the failure to reorganize local school districts is the frequent lack of provision in proposed reorganizations for the preservation of close contact between small local areas and the proposed new schools. Local school districts can be reorganized satisfactorily only if laymen participate in the reorganization programme. Every means should be used to stimulate lay discussion of the problem. Leaders in programmes for the reorganization of local school districts would do well to consider carefully new administrative structures, such as officially designated advisory lay committees, in addition to the traditional boards of education as one means of allaying fear among laymen that the reorganization of local school districts "will take the schools away from the people."

Local Boards of Education:—The local board of education should represent the entire community, not just a ward or section. School board members should have a broad and far-reaching social point of view and wide cultural interests. They should be chosen on a non-partisan basis.

A local board of education should act as an advisory, not as a supervisory, body. It is the function of the board to get things done. The most important duty of the board is to choose a superintendent of schools. The superintendent should be recognized as the professional executive to whom the board looks for technical advice in the formulation of policies and to whom the execution of adopted policies is assigned. Individual board members and the board as a whole should never attempt to serve the schools as professional educators.

The policy of the local board of education with respect to the selection of teachers is especially important. Candidates for teaching positions in a school should be interviewed not by members of the board but by the superintendent of schools. The board of education should authorize the appointment of teachers upon the recommendation of the superintendent. Personal and professional qualifications for work to be done should be the only bases for employing teachers. Relatives, political connections, and respected neighbours will not give children or adults the kind of teachers needed unless essential professional qualifications are met.

What is School Administration?:—School administration involves the recognition, selection, assignment, stimulation, evaluation, and direction of professional effort toward the fullest opportunity for human development and growth. Laymen need not be familiar with the technical details of administering a school any more than they need to know the details of managing a medical clinic. Laymen should know certain fundamental principles of school administration, however, and employ these principles in passing judgment upon a local school administrator. Also, the practical problems involved in operating a school system should be sympathetically recognized by laymen.

Responsibilities of School Administrators:—The two basic responsibilities of school administrators are (1) to exert every effort toward the offering of the best possible educational programme in the light of financial resources that are or can be made available; and (2) to exert every effort toward operating efficiency in the management of public education so that maximum value per dollar spent is realized.

School superintendents and principals have quite generally recognized their obligation of trying to see that the best possible school opportunity is made available, but too frequently school administrators have accepted school budgets which were inadequate for the

needed school programme. Too often citizens have not had a clear understanding of why the schools need more money. Good schools, like all the services of high quality, demand adequate financial support. Educational leaders must translate educational needs into terms of specific school services and in turn into dollars so that the public may have an accurate and clear understanding of where the school dollar goes.

School administrators have not recognized their obligation for maximum operating efficiency as fully as they should. Laymen associated with school administration have far too often let their personal tastes and preferences interfere with full operating efficiency.

Operating efficiency is determined in part by the organization of local school districts and by the internal organisation of a local school. Such matters as class size, teachers' loads, and overhead organization must be carefully considered. These factors, as well as such matters as heat, janitorial, and repair costs, should be taken into account in determining operating efficiency. Citizens should demand that school administrators operate schools on a sound business basis.

Democracy in Administration:—Since the school exists to develop good citizenship for our democracy, nothing is more important than the observance of the principles of democracy in the administration of schools themselves. The place of democracy in a school system is largely determined by the chief executive. Unless the administrative practices of the executive are democratic, teachers and pupils can hardly be expected to observe principles of democracy. Some of the essential characteristics of the democratic administration of a school are as follows:

1. A common understanding among laymen, educational administrators, other staff members, and student bodies of what administration is.
2. Individual and group responsibility for the formulation and establishment of sound policies.
3. The adoption of policies in terms of majority qualitative judgment and experience.
4. Definite assignment of work, responsibility, and jurisdiction and authority.
5. Recognition of the fact that assignment to a job in no sense establishes a proprietory right for the person holding the job. In other words, teachers, principals, and superintendents are merely agents to whom positions have been committed as trusts for and during the period of good stewardship.
6. Continuing and continuous evaluation of administrative operation among and by both administrative and non-administrative staff members.
7. Recognition of the necessity for change in assignment of work, responsibility, jurisdiction, and authority. Educational, as well as commercial, institutions must be reorganized in terms of changes in the demands made upon their programmes.
8. Mutual cooperation and loyalty between administrative and non-administrative personnel.

The specific administrative organizations, such as administrative councils and teachers' councils, by means of which a democratic administration can be achieved, depend upon a number of factors. These include particular types of personalities involved, the degree to which a school system has enjoyed a democratic administration in the past, social composition of the underlying and supporting citizenship, and the degree of expertness in the processes of democratic operation which has been developed among both administrators and non-administrators. In other words, basic intent, purpose, and the individuals involved are the factors which make the administration of a school democratic or undemocratic.

Fundamental principles of personnel management must be observed among any group of people working together toward a common purpose. Boys and girls should enjoy the same basic type of treatment from teachers that teachers like and

should enjoy from administrative and supervisory officers. Similarly, administrative and supervisory officers should enjoy the same type of treatment from instructional staff members that instructional staff members deserve and expect from supervisory and administrative officers.

Importance of Records and Accounting:—Good school administration must be based upon sound judgment. This is developed from the study and interpretation of facts coupled with the consideration of judgments of other competent, experienced people. One of the most important phases of school administration consists of reports to the board of education, to the State department of education, and to the citizens. Many records and much accounting are vital for a well-administered school.

Records and facts in and of themselves are of little value. Interpretations of facts in terms of both general and specific conditions, the discovery of trends, and the prediction of the probable effect of such trends upon both the present and the future educational programme are what make facts indispensable in the sound administration of an educational programme.

School Personnel Policies:—How teachers are employed, the amount of their salaries, the number of salary payments a year, how long teachers hold their jobs whether there is a compulsory retirement age, and whether there is adequate financial provision for teachers after retirement, are matters which to a high degree determine the spirit or morale of the staff of a school system. Teachers who are underpaid, who are afraid of losing their jobs, or who are facing retirement without enough money to live comfortably are almost sure to be worried and nervous. Worried and nervous teachers will develop worried and nervous children. Furthermore, if teachers are underpaid the more competent people will tend neither to enter nor to remain in the teaching profession. Therefore, all citizens should be concerned with school personnel policies and should exert every effort toward the establishment and maintenance of school personnel policies which guarantee security of job and salary as long as efficient service is rendered and adequate economic security after retirement from active service.

Coordination of Schools and Other Agencies:—Educational institutions cannot stand aloof from other governmental and non-governmental agencies, particularly those which like the schools have been created and are maintained to render essential social services. The need for both educational institutions and other social service organizations to join in a cooperative consideration of the specific service which each institution is to render cannot be overemphasized. Conspicuous among the services in connection with which the schools are inevitably involved with other agencies are health, recreation, vocational guidance, library service, prevention and correction of juvenile delinquency, job placement, and activities in the fine arts, especially in relation to such institutions as civic theatres and municipal music organizations.

Such cooperation and coordination demand joint examination of community needs in these fields by agencies concerned and the definite assignment of work to each agency. The present situation with respect to administrative relationship between schools and other agencies, together with recommended improvements, is well illustrated in the diagrams from a report by the Educational Policies Commission entitled *Social Services and the Schools*.[6]

State Organization of Public Education:—There are three divisions of the State organization of public education that need special study and modification, namely State departments of education, higher education, and education for special types of children. In those States

6. National Education Association, Educational Policies Commission. Social Services and the Schools, 1939, p.66.

which do not have a policy-making body in the form of a State board of education, the chief State educational officer both makes and executes educational policies, particularly with respect to elementary and secondary education. Moreover, in many States there is competition between elementary and secondary education and between rural and urban schools. In general there is far too much competition between the various State-supported institutions of higher education within the several States, and there is need for re-evaluating the purposes and functions of many of the State colleges. The educational needs of special types of children, another State problem, have already been discussed. All the educational institutions of the State should be coordinated in a unified State educational programme instead of being administered independently.

Most State departments of education are seriously underfinanced and hence understaffed. Generally, the staffs of the State departments af education are subject to uncertainty of tenure because of political influnce which determines their appointment. The chief educational officer and his associates should be selected on a non-political basis and should enjoy adequate salaries and tenure of office as long as they give efficient professional service. Provision should be made for their economic security after retirement. The importance of putting State departments of education on a non-political basis and of providing them with ample funds for necessary staff and operation cannot be over-emphasized.

Public Schools and the Federal Government:—In planning the necessary organization for offering staisfactory educational programme definite provision should be made for the active participation of the Federal Government. As is true with respect to all social services, there is a real interdependence between the State and the Federal Government in relation to education. The Federal Government has played too small a part in the formulation of the educational programme in this country. Such has been the case partly, if not largely, because of the doctrine of States' rights which has been regarded as indispensable to the maintenance of our democratic mode of life.

The new nationalism or new centralization which has been an inevitable development in the general operation of the Federal Government is also needed to a certain extent with respect to the educational programme. This, in no sense, suggests that the intimate administrative relationship between the Federal Government and public education should be primarily of an advisory and servicing nature on the part of the Federal Government rather than a prescribing and coercive nature. State leaders of education have both an opportunity and a serious problem in joining with the general citizenry of their States in recognizing the need for, and helping to establish, the Federal Government in education on a sound basis.

The Cost and Financial Support of Public Education

The realization of plans for the improvement and expansion of an educational programme depends in large measure upon the financial ability possessed and the financial effort expanded. In the light of the diversified educational needs of the country the educational programme has been markedly underfinanced. In addition to having been underfinanced, desirable operating efficiency, as indicated above, has not always characterized expenditures for public education. It is essential that all those interested in planning the educational programme give serious consideration to the cost and financial support of public education.

The Cost of Public Education:—During the year which ended June 30, 1940, the United States spent approximately $, 2,700,000,000 for public elementary, secondary, and higher education. About 87 per cent of this grand total was spent

for public elementary and secondary education.

To offer the educational programme needed in this country would require a minimum expenditure of approximately 5 billion dollars a year for regular current expenses. An additional 5 billion dollars, at least, is needed for the repair of old, and the construction of new, school buildings. This estimate of the cost of needed school buildings is made on the assumption that reorganization of local school units would be consummated.

The relation of the cost of public education to financial ability, financial effort to support public education now exerted, and the prevailing systems of taxation, particularly in local and State governments, demand serious study and analysis. We cannot afford to have a system of public education which is inadequately financed.

The Financial Support of Public Education :—The financial support of public education must be borne jointly by the Federal, State, and local governments. In general, the Federal and State governments have never assumed a sufficiently large share of the costs of public education.

During the decade 1930-40 there was a marked increase in the extent to which financial support of public education was assumed by the States. There are many States, however, which still have not accepted a fair share of the costs of public education. Furthermore, in many States the methods of distributing State funds for public education do not conform to the essential principle of equalization of educational opportunity, nor do they fully recognize the financial ability or inability of the local districts to support public education.

Far too many people, including both professional educators and laymen, still do not realize the imperative need for Federal support for public education. In re-directing and planning an educational programme, educational leaders can render an important service by exerting every effort toward developing a lay attitude that is favourable toward Federal financial aid for public education.

Can We Afford to Pay for Education ?:—The national income during 1941 was approximately $94,500,000,000. This is considerably below the level to be expected for the next few years, even when adjustments for a rising cost of living are made. In commenting upon our ability to finance the kind of educational and social services we need and want, Alvin Hensen makes the following statement:

> The notion that we cannot finance our own production is quite without foundation. Every cent expended, private and public, becomes income for members of our own society. Costs and income are just opposite sides of the same shield. We cannot afford as high a standard of living as we are able to produce We cannot afford to waste our resources of men and material. We cannot afford to use them inefficiently. But we cannot afford idleness. The idleness of the decade of the thirties was responsible for the loss of 200 billions of income. The public expenditures required to rebuild America, to provide needed social services, and to maintain full employment can be provided for out of the enormous income which the full utilization of our rich productive resources (material and human) makes possible. The costs of producing this income are merely payments to ourselves for the work done. There is not—there cannot be—any financing problem which is not manageable under a full employment income. From a $100 billion income we can raise large tax revenues—large enough to service any level of debt likely to be reached and to cover all other Government outlays—and still retain for private expenditures more than we had left in farmer years under a $70 billion income with lower taxes[7].

There are some individuals who are apprehensive about the debt we are now assuming for the waging of the war. In commenting upon debt Hensen writes as follows:

> The public debt is something very different from the private debt of an individual. An individual will always improve his asset position if he is able to pay off a part of his debt. But a nation may make itself poor by repayment of

7. Hensen, Alvin, H After the War—Full Employment. National Resources Planning Board, January 1942, p. 5-6.

public debt. This is true because such repayment tends to cause deflation, depression, and unemployment. It is a good thing to pay off a part of the public debt if you want to check an excessive boom. It would be ruinous to pay of the public debt in a post-defence period when unemployment was spreading.

A public debt internally held has none of the essential earmarks of the private debt of an individual A public debt is an instrument of public policy. It is a means to control the magnitude of the national income, and in conjunction with the tax structure, to affect income distribution[8].

In the light of these statements it seems clear that we shall be able to finance a satisfactory programme of educational and other services in the post-war period.

Ways and Means of Planning an Educational Programme

The Ways of Educational Planning:—Since the country is committed to the democratic way of life, the methods of educational planning must be appropriate for a democracy. They furnish the opportunity for the formulation of a sound educational philosophy as a basis for examining our existing educational offerings and for positive action toward the realization of the kind of educational programme needed.

Effective educational planning, that is planning which actually accomplishes what should be done, demands the following:

1. A clear-cut, specific concept of what the educational needs are. This concept of the educational needs will have to be developed by individuals and then agreed upon and adopted by groups of individuals.
2. A comparison of the existing educational offerings with the educational needs.
3. A specific recognition of the phases of the existing system of education that:
   (a) Meet needs and therefore should be maintained.
   (b) Fail to meet needs and therefore should be modified or abolished.
   (c) Are operating inefficiently and are therefore excessive in cost.
4. Action expressed by ballot toward the passing of laws which will:
   (a) Make desirable changes in the present educational system.
   (b) Abolish any divisions of the existing system which are "out-of-date."
   (c) Add new educational services that are needed.

In a democracy the individual enjoys the right of expressing his opinion informally by means of personal comment and formally by means of the ballot. This fundamental right of democracy obligates every individual to make sure that he has a sound basis for his opinion and that his opinion considers the welfare of all rather than just of himself or his immediate family and friends.

Local School Planning:—Both public and private agencies should participate in planning for schools. Many local agencies for planning already exist. Among these are local welfare councils, parent-teacher associations, recreating boards, library boards, museum boards, park boards, boards of education, city planning commissions or councils, and Boy and Girl Scout boards Much good planning has been done by many of these agencies acting independently. There are general planning activities now going on which may be expanded to include educational planning. Such activities have been summarized in the 1942 report of the National Resources Planning Board:

Many communities are at present experimenting with councils of social service agencies, community youth councils, group work councils, or volunteer offices in the Civilian Defence Programme. Such organizations display many diverse patterns of cooperation, but all have in common the purpose of facilitating cooperation among local service agencies. Planning for children and youth appears to be most effective when established as a part of a larger programme which includes planning for all age groups in the entire community. Fortunately, most coordinating councils are now concerned with the entire age range of the population, although

8. Ibid., p. 7.

often they fail to give adequate consideration to the needs of young people.

> Typically, these councils are voluntary and remain outside the central govermental and economic activities of the community. Often they are nor associated with the labour employing agencies not do they participate in the permanent municipal or county planning activities. In such instances, the programme of voluntary action of these councils may fail to be firmly rooted in the primary affairs of the community, with the result that they lack impetus, permanancy, and, above all, foresight The action programme of the agencies represented in coordinating councils or planning boards must be tied closely into the long-term and over-all planning of such councils and boards [9]

General county planning boards are now operating in more than 2,000 counties. These boards have been organized by U.S. Department of Agriculture and work in close cooperation with it. They should include professional educators as well as laymen concerned with the functioning of the schools. Indeed the question may well be raised as to whether such boards might not have sub-boards or committees on educational planning. Representatives of both State departments of public instruction and county and local school systems should be members of such groups.

To the degree that existing agencies and organizations fail to provide opportunities for participation of all groups of citizens in educational planning, new agencies, committees, councils, boards, and commissions should be organized. As has been previously stated, however, marked effort should be exerted to utilize existing agencies rather than to create new ones. Also, in the organization of new agencies for school planning, care should be taken from the beginning to coordinate the new agencies with those already in operation.

State School Planning ;—State departments of education, State teacher associations, State parent-teacher associations, and institutions of higher learning should assume the leadership in educational planning at both the State and local levels. For example, planning committees for the reorganization of secondary education are now being set up by the State Department of Education throughout local communities in the State of New York. At least two State departments of education have already recognized the desirability of making planning an officially assigned function of the department. In the State Department of Education in Michigan an office entitled "The Division of Instruction and Planning" has been established. In the State Department of Education in Connecticut the Division of Research has been changed to the Division of Research and Planning. Similarly, other State departments of education might do well to make definite and specific provision for educational planning by assigning its direction to some member of the department and by indicating such assignment in his official title. Connecticut described the basis of its planning programme as follows:

> In order that Connecticut may proceed to provide the best possible obtainable education for its children, youth, and the adults, the following procedures have been inaugurated by the State Board of Education:
>
> 1. The development of a research and planning programme.
> 2. The reorganization of the State Department of Education.
> 3. The development of State and regional citizens' committees and instructional committees.
>
> By these means it is hoped that such functional modifications as are required in our system of public education may be agreed upon. However, the programme of the State Board of Education is a long-time programme and not one that will be based solely on monetary conditions or considerations. While emergencies will arise, we must anticipate these emergencies so far as possible by careful consideration of the trends.[10].

Because of the intimate and constant working relationship between State

9. National Resources Planning Board. Op. cit., p. 126.
10. State Department of Education, Re-directing Our Educational Programme, Bulletin 1, Hartford, Conn., January 1940, P. 9.

departments of education, State educational associations, State parent-teacher associations, and local boards of education and school staffs, it should be relatively easy to establish a concerted and effective programme of educational planning. Some States, such as Florida and Iowa, have found it desirable to attack the revision of the school code as an immediately effective step toward the improvement of public education. Special committees, including professional educators, representatives of social agencies, and laymen, may well be appointed in launching a specific programme with respect to some given part of the school planning movement.

Federal Activity in Social and Educational Planning :—The National Government is recognizing the necessity for economic, social, and educational planning to a much greater degree than ever before. National planning activities have been summarized as follows:—

> On the national level responsibility for the planning and administration of programme for children and youth is widely distributed. At least 320 national agencies outside the Federal Government are doing important work to improve services and opportunities for young people. Many of these voluntary groups are closely articulated with some Federal agency responsible for a particular service
>
> Within the Federal Government there are 25 bureaus or agencies with broad programme affecting young people, and more than 30 others are concerned with some aspects of the problem. A number of agencies operating at the bureau level and others operating at the departmental level have organized planning committees which have as one of their functions the planning of programme for children and youth in the post-war period. Such committees should be encouraged and given adequate support. There is need for planning in all Federal agencies and in all private agencies of national scope dealing with the problems that affect the welfare of young people.
>
> The National Resources Planning Board is concerned with stimulating post-war planning in all divisions of the Executive Branch of the Federal Government. as well as in private agencies of national scope. It is prepared to render such assistance as is possible in this connection. The Board will undertake to bring together the plans made by these agencies and will assist in developing over-all plans.[11]

There is much interest on the national level in planning an adequate and satisfactory educational programme. The United States Office of Education has established a planning committee and proposes to render advisory service in educational planning to State departments of public instruction and to local communities.

The United States Office of Education also proposes to conduct national studies necessary for effective educational planning. The United States Department of Agriculture is showing marked interest in the need for an improved educational programme for rural areas. Other Federal agencies are also recognizing the problem by making specific efforts to provide advice and guidance to those engaged in planning. It seems clear that those who would go forward must plan. To plan most effectively requires large-scale cooperative effort.

11. National Resources Planning Board. Op. cit., p. 127-128.

THE BATTLE OF BASIC EDUCATION*

I am grateful to the Hindustani Talimi Sangh for having invited me to inaugurate the first Post-Basic Education Conference. As a humble worker in the field of education I have been associated with some of the previous conferences which have been held under the auspices of the Hindustani Talimi Sangh. The present time, however, when we are on the eve of the Second Five-Year Plan, is of great significance for the future development of Basic and post-Basic education. I consider it a great honour that I should have been asked to perform this task.

The battle of Basic education against traditional education which started in 1937 has been won as far as theory is concerned. Basic education has been accepted as the pattern of national education and efforts are being made to convert existing schools into Basic schools. Practice has however lagged behind theory and the conversion of existing institutions into the Basic pattern has not taken place as rapidly as we would have desired. Forces of conservatism are strongly entrenched not only in educational administration but amongst parents and teachers. Basic education must therefore continue its fight till the to suit educational system is transformed whole national needs and requirements.

To my mind, the co-existence of Basic education and traditional education presents the most serious problem in Indian education to day. In States where Basic education has been introduced, it is confined mainly to the rural areas and the rest of the schools in urban areas continue to impart education in the traditional manner. Secondary Education Boards and institutions of Higher education have not so far given recognition to these institutions and the students going out of Basic schools have to take a further entrance examination for being admitted to the High schools. Some post-Basic institutions have also been started but their students again have difficulty in finding admission to the Universities. Since the Boards and Universities are autonomous bodies, the Central or the State Governments have no direct control over them. In this way with the introduction of Basic education, two parallel systems of education have been created within Indian education. A nation cannot have two parallel systems of education for the masses and classes without endangering its national solidarity.

The main purpose of Basic education is to minimise the differences between the education of classes and masses but instead of doing that it has tended to widen the gulf. We have now three types of schools in our educational system—Basic Schools, High Schools and Public Schools. These schools represent to some extent the three different strata of our society. Basic schools are situated mostly in rural areas and serve the children of the rural communities. They are not yet integrated with the rest of the system and if the children wish to continue their studies further, they can only go to post-Basic schools which again are not recognised by the universities. The High schools continue to serve the people of the middle classes, whose children may hope to reach the highest ladder through University education. Then in many States, Public schools are now being organised where except for a few scholarships awarded by the Government of India, admission continues to be on the basis of means. These schools thus become mainly the preserve of the rich. How can this situation continue in a society which is trying to mould itself on as ocialistic pattern ? In a vast country like ours we cannot have a rigid uniformity

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*Inaugural Address at the First Post-Basic Education Conference held at Sevagram, Wardha, 19th January—22nd January, 1956.

in our system but to allow the educational system to perpetuate the existing class structure of our society will undermine the very basis of a democratic society. If India is to emerge as a strong nation, we must have an educational system which will give full opportunity of growth to every child whatever his social or economic status may be.

A democratic society cannot have two separate systems of education for the rural and the urban people. The content of the curriculum may differ from village to village, from village to town and from town to large cities but the system cannot maintain any barriers to prevent any class of people to reach the highest ladder in the educational "system". If we allow two parallel systems to continue side by side, we shall only aggravate the differences which already exist in our society. They will strengthen social stratification which will stand in the way of social cohesion and which may ultimately arrest social progress. The two systems must therefore be integrated so that villages and cities may both contribute their share in the building up of a cooperative social order in India. Having accepted Basic education as the pattern of national education we should convert all the schools into Basic schools and integrate the two systems into a single national system.

There are some difficulties in the way of integration which should be given careful consideration by this Conference. The first difficulty is with regard to the place of English in the Basic and post-Basic schools. The Secondary Education Commission had recommended that English may be taught as an optional subject at the High school stage. This was a compromise which was arrived at between the two extreme positions—one which believed that English should be taught as a compulsory subject at the Basic stage and another which held that English should have no place in the curriculum up to the end of the Basic stage. Since Independence antipathy to the English language has weakened considerably and the pendulum has swung back in favour of English. There is now a growing feeling among the people that lack of adequate knowledge of English may lead to a general deterioration of academic standards particularly in Science and Technology and this may ultimately affect our national development. It is argued that while we must not slacken our efforts in the development of Hindi and other regional languages it would be a great mistake to remove English, which not only helps us in making our contacts with the rest of the world but which today opens the door for us to Science and Technology. It has even been suggested that English should be retained as a second official language. In States where English has been assigned a place of secondary importance, the schools which still continue to give an important place to English language are in great demand. Even those people who are sympathetic towards Basic education send their own children to a school where English is taught rather than to a Basic school. The reason is obvious. A child who studies in a Basic school has no future except to turn to his own farm or land whereas children going out of the High schools and Public schools can look forward to positions of power and influence in administration, business and other professions.

While the Government are engaged in the task of converting the ordinary schools into Basic schools, should not the advocates of the Basic system reconsider their position with regard to English and remove those hurdles which stand in the way of the integration of these schools into the national system ? Education should not become insensitive to public opinion, otherwise the springs from which it draws its vitality will dry up.

There is another aspect of Basic education which needs to be considered in converting the ordinary schools into Basic schools. Productivity has always been considered an essential aspect of Basic education. The income from

productivity may differ from school to school as it depends on various factors and it may be utilised in different ways—in the improvement of schools or giving mid-day meals to children, but we give up the whole position of Basic education if we allow the children to play with craft materials and lose sight of the productive aspect altogether. This has become all the more important as we enter into the Second Five-Year Plan.

The target laid down by the directive of the Constitution seems to recede further and further and unless both the State and the local communities co-operate in finding more resources, the directive of the Constitution may not be fulfilled till the end of the Fourth Five-Year Plan. By the end of the Second Five-Year Plan when we are expected to provide free and compulsory education for all children between the ages of 6-14, we shall be able to provide educational facilities for only 60 per cent of children of the age group 6-11 and 19 per cent for the age group 11-14. At the Basic stage, the Government are confronted with two rival claims—expansion of education on the one hand and conversion of ordinary schools into Basic schools on the other so that the quality of education may be improved. During the Second Plan period 50 per cent of the new schools to be opened will be of the Basic pattern and crafts will be introduced into 50 per cent of all non-Basic schools. All training schools will be converted into Basic Training schools and at least 2,000 Middle schools will be converted into Basic schools. These figures will indicate that along with the programme of expansion the State is planning on a large-scale the conversion of ordinary schools into Basic schools. If the Basic schools do not maintain their productive efficiency, they will retard the educational progress of the country as the money spent on converting these schools could be well utilised for the expansion of education. Unless we take Basic education seriously and understand that productivity is a major factor in this system, conversion will be a costly affair. In our present financial situation when we cannot even provide educational facilities for all the children as laid down in the Constitution, is there moral justification for this process of conversion ? This is a challenge which must be met by Basic education. It should prove by facts that it is not only a better system of education but ultimately less expensive.

One of the most important recommendations of the Secondary Education Commission was that greater emphasis should be laid on crafts and productive work at the Secondary stage. It also recommended diversification of courses so that students in larger number may take up agricultural, technical, commercial or other practical courses. A careful study of the Commission's recommendation will show that a sudden break from Basic to Secondary stage has been avoided. The work during the early years of a Secondary school will develop naturally from the work of a Basic school. A multipurpose school is really a continuation of the principle of Basic education at the Secondary stage. It is expected that at the end of these courses, the majority of students will be able to find jobs in different vocations or self-employment in decentralised units of production as envisaged in the Second Five-Year Plan. Only a limited number of students who can derive benefit from a college education will proceed to Higher educational institutions. The majority of students will, however, complete their education at the Secondary stage and the success of the new scheme of reorganisation depends largely on the extent to which students going out of Secondary education are equipped for different vocations. If vocational preparation is not taken up at the High school stage, the schools will fail to give nearly 75 to 80 per cent of the youth going out of High schools the kind of education which fits them for vocational adjustment. If multipurpose schools also continue to give theoretical training and do not orient their courses towards occupations, they will aggravate the problem of un-

employment. It is not for education alone to solve the problem of unemployment, as it arises out of many social factors, but education cannot remain indifferent to the conditions and needs of society. Though the Second Five-Year Plan is directed to solving the problem of unemployment, the situation will remain steady as in 1956. In spite of the concerted efforts for mobilisation of available resources and their maximum utilisation, the impact on the two-fold problem of unemployment and under-employment will not be as large as the situation demands. This holds good for the educated unemployed also. The situation presents a serious threat and unless it is tackled on all fronts, it may destroy the very basis of our democracy.

Education can meet this challenge by giving up the leisured class ideal and placing work in the centre of the schools. A liberal education without a vocation has proved futile in the past. In future, vocations and culture must penetrate each other. Youth must train their hands—in work on farms, factories and machines so that they may enjoy the fruits of culture. Whitehead stated a truth when he said: "What we should aim at producing is men who possess both culture and expert knowledge in some special direction. Their expert knowledge will give them the ground to start from, and their culture will lead them as deep as philosophy and as high as art".

Our High schools which have so far served the leisured classes must now be transformed to serve the masses who earn their livelihood through manual labour. As we democratise our educational system, more and more children of the common people will seek admission to the High schools and they may not be able to give them education beyond the High school stage. If the academic or 'book learning' tradition continues its hold on Secondary education, it will fail to serve the needs of the masses and youth will continue to face unemployment and frustration. A system of education that fails to develop those qualities in an individual that make him an intelligent and productive participant in economic life of the community is ill-suited to the new social and economic order which we propose to build up. A multipurpose school is really a double-purpose school. It will give vocational training to the majority of children so that immediately after leaving the High schools they may take up some vocation. At the same time it will provide suitable courses for those children who wish to proceed to the universities for higher education in Arts or Science or Professional Studies.

There is, however, one misapprehension which must be cleared up. Vocational education at the High school stage is not conceived of in narrow terms. It includes a programme of general education also which gives a sense of direction and values to youth. There is no competition between general education and vocational education. General education which does not prepare a person for some specific vocation is meaningless. "In education, wherever you exclude specialism, you destroy life". On the other hand if we exclude general education, vocational education becomes mechanical and reduces man to a beast.

With regard to Higher educational institutions in rural areas, the case has been admirably argued in the Report of the University Education Commission. The matter was further examined by a committee appointed by the Government of India and the recommendations of this Committee which have been generally accepted by the Government are being implemented. Since the recommendations of the Radhakrishnan Commission were made, a number of institutions were started in rural areas which called themselves Rural Universities. The Committee has recommended that these institutions should call themselves Rural Institutes and not Universities. They may in course of time develop into universities but they have not yet attained the status of universities. Be-

fore a univerity can come into existence we must have a network of Basic schools and post-Basic schools in rural areas. A Rural University must be a natural development of the programme of Basic education and should not be started without proper foundations. The number of States which have introduced the scheme of Basic education is limited and there are very few States which have started post-Basic schools. In spite of the best efforts of the Government of India, the proportion of Basic schools will have risen from less than 1 per cent to 3.5 per cent of the total and the number of pupils to over 4 per cent during the First Plan period. The Committee on Higher Education in Rural Areas is not opposed to the idea of a Rural University but it suggested that as long as Basic and post-Basic education is not spread over the country, it is not feasible to have a Rural University. At the same time the Committee was conscious of the fact that unless some provision was made for advanced studies for students going out of the Basic and post-Basic schools, there will be a tendency to migrate to the towns for Higher education and in this way the rural areas will be depleted of leadership and talent. The Committee has therefore suggested the establishment of a Rural Institute which will have a three-fold function – teaching, research and extension.

The Rural Institutes will develop with the fullest cooperation of the existing universities which have now been in existence for nearly a century and have made their contribution to the development and dissemination of knowledge. They have given to society leaders in public life, men of letters and science, philosophers and public administrators. The Rural Institutes will therefore draw freely on the rich experience of the universities. It is necessary to stress this point because there is sometimes a false notion that Higher educational institutions in rural areas will have nothing to do with the existing universities. The purpose of Higher education in urban or rural areas should be to bring the rural and urban societies close to each other so that by developing real partnership they may enrich each other. The Rural Institute will organise its activities in such a way that the latest researches in science and technology may be applied to the solution of rural problems. There should be no rivalry between the Rural Institute and the university. They will supplement each other's work. By carrying knowledge and truth to the door of the people, the Rural Institutes will be doing the work of the universities. Rural Institutes will of course work independently as they have to evolve new courses and techniques of tackling rural problems and also to prepare youth with a better understanding and appreciation of rural problems.

The Rural Institute will take upon itself the responsibility of organising extension work, the importance of which has not yet been realised by most of our universities. The idea still persists that the universities should give liberal education and should concern themselves only with teaching and research. It is argued that if the universities participate in the programme of extra-mural activities, the staff will be distracted from their proper and more important functions inside the universities and as a consequence the University standards will be lowered. This may have been the view of the universities in the past but the modern universities have now begun to realise that it is a part of their normal function to organise extra-mural work. Democracy requires of the people a high level of political understanding and experience. This can be brought about only when the universities actively participate in the programme of Adult education. In the study and discussion of public affairs, a spirit of inquiry, objectivity and tolerance are required which the university alone can impart.

The universities have been slow in adapting themselves to the changes that have been taking place in our society but it will not be too long before the

universities realise their responsibilities in this matter. In the meanwhile the problems of rural reconstruction make a pressing demand and cannot be postponed. A dynamic institution more intimately related to the life and work of the people is needed to devise ways and means of organising all the resources which advanced studies and research can make available for the benefit of the rural people. To meet the urgent need, the Government of India have decided to develop a few institutions into Rural Institutes and also to set up a National Council for Higher Education in Rural Areas to coordinate and determine the standards of these institutions. In this way a gap will be filled in the programme of development of national education.

In the implementation of the schemes of educational development at the Basic, post-Basic or University stage, the Government will need full cooperation of all the agencies which are working in the field of education. The Hindustani Talimi Sangh which was set up under the inspiration of Gandhiji has an important role to play in assisting in the development of Basic education. I have every hope that it will continue to inspire teachers to develop a spirit of inquiry and humility so that the task of educational reconstruction started by Gandhiji may be fully accomplished.

K. L. Shrimali

Roundup of Activities
Ministry of Education

BASIC AND SOCIAL EDUCATION

Five-Year Plan of Educational Development

Scheme No. 1

During 1955-56, the Central Government gave subsidies as follows for the implementation of various sub-schemes of Scheme No. 1 Intensive Educational Development within Selected Areas.

Sub-Scheme	*Amount approved for 1955-56.* Rs.	*Amount sanctioned so far.* Rs.
(i) Post-Graduate Basic Training College.	12,43,091	6,56,123
(ii) Basic Training College	10,49,428	3,61,437
(iii) Five Model Community Centres.	1,89,681	67,546
(iv) Integated Library Service.	4,77,025	2,16,915
(v) Janta Colleges.	3,65,517	1,17,177
(vi) Improvement of Primary Schools in Selected Areas.	7,47,430	3,04,196

Scheme 3 (b)

The Government of India have contributed Rs. 10,000 and Rs. 6,000/- to the Governments of Bhopal and West Bengal respectively for the production of literature for children and neo-literate adults. Apart from this a sum of Rs. 16,200 has been paid to the Maktaba Jamia Ltd., for the production of a picture book for children, entitled 'Baune Ki Kheti'.

Literary Workships for Training Authors in the Technique of Writing for Neo-Literate Adults.

The Workshop for Tamil, held at Peelmedau by the Government of Madras, completed its work and its report has been submitted to this Ministry. The Marathi Workshop for Bombay held at Bhor (Kolhapur) concluded its work on January 21, 1956. A report of its work is awaited.

Scheme to Relieve Educated Unemployment.

A sum of Rs. 1,18,00,193/- has been sanctioned to State Governments under this scheme up to 31st December, 1955.

Expansion of Basic Education

A sum of Rs. 15,65,869 has been sanctioned to various State Governments under this scheme.

The Government of India has decided that Central assistance will be admissible for the construction of staff quarters in Basic Teacher Training institutions that are covered by the schemes sponsored by the Ministry of Education during the first Five-Year Plan, provided no rent is charged for those quarters.

It has also been decided that as a special case Central assistance will be given at the rate of 60 per cent of the total expenditure incurred by State Governments for expanding facilities for the training of Basic teachers during 1955-56.

Scheme No. 4 (a)—Development of School-Cum-Community Centres

A sum of Rs. 1,79,887/- has so far been sanctioned to various State Governments as Central Government subsidy for 1955-56.

Sub-Scheme 4 (c)—Improvement of Library Service

Grants are sanctioned under this sub-scheme for development of District and State Central Libraries. During the current year the Central Government has so far sanctioned Rs. 38,77,593/- to various State Governments.

Sub-Scheme 4 (g)—Development of Agencies of Preprimary Education

Under this sub-scheme, Rs. 1,31,648/- have so far been sanctioned to various State Governments.

Sub-Scheme 4 (f)—Urban Basic Schools

Under this sub-scheme, Rs. 2,00,055/- have so far been sanctioned to various State Governments.

Scheme No. 6—Grants to Voluntary Educational Organisations

During the quarter under review grants-in-aid to the tune of Rs. 6,62,461 have been given under the Scheme to 13 institutions.

Scheme to Appoint District Social Education Officers

The Government of India have included in the Five-Year Plan of Educational Development a scheme for the appointment of District Social Education Officers. For the time being, a start is being made with 70 officers.

The Government of India have also decided meet 50 per cent of the salary etc. of an officer of the rank of Deputy or a Joint Director of Public Instruction who will be appointed by the State Governments to link up the work of District Social Education Officers with the Education Departments and the Development Departments. A sum of Rs. 70,115 has so far been granted to State Governments under the scheme.

Pilot Projects for Improving the Teaching of Science in Elementary Schools

State Governments have been requested to consider the possibility of starting a pilot project for improving the teaching of Science in Elementary schools with Central assistance to the extent of 66 per cent of the total expenditure on the project during 1955-56.

Audio-Visual Education

A sum of Rs. 1,000/- was sanctioned to the Punjab Government as Central contribution for organising an Audio-Visual Seminar in the Government Training College, Jullundur, for the benefit of 30 candidates drawn from Punjab, Pepsu and Himachal Pradesh.

A further grant of Rs. 9,175 has been sanctioned to the Government of Bihar for organising two seminars, one on the planning and preparation of non-projected visual aids, and the other on play-writing, dramatic technique, stage decoration and folk-drama. About 55 students are expected to benefit from both these seminars.

A one-week Film Seminar, conducted by Marie Seton was organised by the Ministry of Education at New Delhi in December 1955.

Flaherty's documentary *The Louisiana Story* and Eisentein's *Childhood of Maxim Gorkey, Ivan, the Terrible* and *My Universities* have been acquired for the Central Film Library.

SECONDARY EDUCATION

Scheme for the Reconstruction of Secondary Education

The following further grants have been sanctioned in favour of the States mentioned below, under this scheme :

Name of States	*Amount Sanctioned*
Rajasthan	Rs. 10,17,340
Hyderabad	Rs. 5,30,775
Delhi	Rs. 45,100
Bhopal	Rs. 1,97,704
West Bengal	Rs. 1,55,450 (Loan)

Scheme No. 4(b)—Improvement of Selected Secondary Schools

Grants amounting to Rs. 17,00,748 have been sanctioned till January 1956 in favour of 13 State Governments.

Scheme No. 2(a)—Research Projects in Secondary Education

A grant of Rs. 51,370 has been sanctioned in favour of 13 Institutions during the year 1955-56 (upto January, 1956).

Secondary Education Bulletin

The Secondary Education Bulletin that has hitherto been published as part of "The Education Quarterly" will be published as a priced publication independently from April, 1956.

All India Council for Secondary Education

The Second Meeting of the All-India Council for Secondary Education was held at New Delhi on 11th January, 1956 and the Standing Committee of the Council met on 10th January, 1956.

The Council reviewed the work of the extension services and the seminars, approved the scheme for follow-up work to be undertaken by the Council and suggested certain changes in the field of curriculum in higher secondary stage. It considered the place of English and recommended that instead of two languages as suggested by the Secondary Education Commission Report, the study of three languages should be made compulsory.

With regard to the study of General Science including Mathematics and Social Studies, the Committee felt that since it forms part of general education it should be compulsory for all pupils and should be studied till the eleventh year,

though these need not be examination subjects for the final examination.

Extension Services Projects

Extension Services Projects in many Training colleges are being carried out satisfactorily. Of these, eight Colleges received a total sum of Rs. 77,735 as the second instalment of a grant in January, 1956,

Other Grants and Sanctions

Rs. 25,000/- have been sanctioned to the Banasthali Vidyapith, Jaipur, as grant for the year 1955-56.

Rs. 9000/- have been sanctioned to Dr. Grahams Homes, Kalimpong, as grant for the year 1955-56.

Construction of Hostel Buildings at Bhopal

The Planning Commission have agreed to the proposal of the Bhopal State Government for a further allotment of funds up to the extent of Rs. 2,60,000/- during 1955-56 under the First Five-Year Plan for the construction of additional hostel accomodation for the Polytechnic, Bhopal.

The Government of India have agreed to the payment of a loan of Rs. 75,000/- to the Bhopal State Government for the construction of hostel buildings of Janta College and Basic Training Institute during the year 1955-56.

National Advisory Council for the Education of the Handicapped

The National Advisory Council for the Education of the Handicapped was set up in September, 1955 by a Government Resolution. The Standing Committee of this Council met on the 27th January, 1956 to consider ways and means of implementing the recommendations made by the Council. One of the most important suggestions made by the committee was that the Ministry of Labour should be requested to establish special units in select places attached to Regional Employment Exchange to assist handicapped persons in obtaining suitable emloyment. It further recommended that the Ministry of Education should establish a nucleus organisation which should provide counselling and vocational guidance facilities for handicapred persons.

Scholarships for the Handicapped

The Government of India have undertaken complete financial responsibility for scholarships for blind persons from all parts of the country, to help blind students to receive higher education or professional training in normal institutions of learning. The selection committee appointed to consider applications for this scheme recommended 47 candidates for the award.

A new scheme of scholarships for the deaf has been initiated to enable deaf persons over the age of 16 to receive Secondary education or technical training in ordinary institutions. The committee appointed to consider applications under this scheme recommended 50 awards.

The Government of India have also initiated a scheme of scholarships for the orthopaedically handicapped, to help orthoepadically handicapped children and adults to receive Primary, Secondary and University education, or professional training in ordinary institutions. The selection committee appointed to consider applications under this scheme recommended 42 awards.

Labour and Social Service Camps

A total grant of Rs. 9,98,676 has been sanctioned during the period under review for conducting 217 Labour and Social Service Camps in which 26,786 youths have participated.

The Committee on Labour and Social Service Camps has accepted a proposal for Pioneer Leaders Camp to organise Rural Youth Camps. The Committee also agreed to the payment of grants to conduct Rural Youth Camps on an experimental basis.

Campus Work Projects

Under the Campus Work Projects Scheme a sum of Rs. 7,48, 49/- has been sanctioned to 11 Universities and four State Governments for the construction of 12 Recreational Hall-cum-Auditoriums, five Swimming Pools, five Stadia, four Pavilions, six Open-air-Theatres and five Gymnasia in the campuses of 34 educational institutions.

Sports

With a view to improving the standard of sports in Schools and Colleges, the Ministry have conducted Coaching Camps in Kabaddi, Football Wrestling and Athletics at Jabalpur, Hyderabad Kolhapur and Madras respectively. A grant of Rs. 62,500/- was sanctioned for these camps. As suggested by the Central Government, the Government of Uttar Pradesh have already set up a State Sports Council and have been sanctioned a grant of Rs. 10,00 /- from the Minister's Discretionary Fund. Other States are taking steps to establish State Sports Councils in their respective areas.

The following grants have been paid to Sports organisations during the period under review :—

1. All-India Women's Hockey Association: Rs. 9,282/- for Coaching Training Camp.
2. National Rifle Association of India: Rs. 12,000/- for sending a team to Japan.

3. A. A. Federation of India : Rs. 6,375|- for winter training camp.

Physical Education

The Central Advisory Board of Physical Education and Recreation considered, at its third meeting, the Reports on 'A National Plan of Physical Education and Recreation', prepared by the Board and the Reports of the Sub-Committees on the syllabuses of Physical education for Boys and Girls and also on the Norms of Physical Fitness for children at the Primary and Secondary stage.

The Board also discussed the question of the location of the proposed National College of Physical Education and recommended that it should be located at either Delhi or Bhopal or Shivpuri (Madhya Bharat).

The Board also recommended grants to the Punjab Government College of Physical Education (Rupar) for a Research Project in Physical Education upto 50 per cent of the expenditure, and to the Andhra Training College of Physical Education (Vijaywada) for a grant of Rs. 5,000/- for the purchase of Sports and Physical Education Equipment.

New Education Fellowship

A grant of Rs. 5,000/- has been sanctioned in favour of New Education Fellowship National Headquarters in London from the Minister's Discretionary Fund.

Bharat Scouts and Guides

A joint meeting of Ministry of Education, N.C.C. Directorate and Bharat Scouts and Guides was held on 10th December, 1955 to consider practical ways for assisting Bharat Scouts and Guides in the promotion and improvement of their movement.

A sum of Rs. 6,000/- has been sanctioned to Bharat Scouts and Guides, New Delhi to meet the expenditure to be incurred on the visit of an American Scouts party to India.

Youth Tours and Hikes

Grants totalling Rs. 75,000/- have been made for tours and hikes by over 3,000 students belonging to about 110 different institutions in the country.

Youth Hostels

A grant of Rs 23,000/- has been recommended for the Youth Hostels Association of India to cover their programme of work in 1955-56. Among other things the programme envisages the construction of three more Youth Hostels in the country. A sum of Rs. 20,000/- has also been sanctioned for the purchase of a building at Dalhousie to serve as a Youth Hostel.

Youth Leadership Training Camps

A grant of Rs. 3,000/- has been recommended for Pepsu State to conduct a Youth Leadership Training Camp for members of the staff in Pepsu.

Central Advisory Board of Education

The 23rd session of the Central Advisory Board of Education was held at New Delhi on the 14th and 15th January, 1956. The four Standing Committees of the Board met on the 13th January, 1956 while the usual informal meeting of the Directors of Public Instruction was held on January 12, 1956.

UNIVERSITY AND HIGHER EDUCATION

University Grants Commission

The Government of India have placed at the disposal of the University Grants Commission a sum of Rs. 1,93,15,000 towards expenditure on its activities till December, 1955.

Shri P. C. Bhattacharyya, Secretary, Department of Revenue and Expenditure, Ministry of Finance, has been appointed a member of the University Grants Commission *vice* Shri M. V. Rangachari, who has proceeded on long leave.

Dr. C. P. Ramaswami Aiyar, Vice-Chancellor, Banaras Hindu University, has been appointed a member of the University Grants Commission *vice* the late Acharya Narendra Deva, who resigned his membership of the Commission.

Grants and Loans to All-India Institutions

An interest-free loan of Rs. 100,000 has been sanctioned to the Gurukula Vishwavidyalya, Kangri, (Saharanpur District) towards the cost of construction of a hostel building for the students of its Ved and Art College.

A sum of Rs. 12,000 has been sanctioned to the Asiatic Society, Calcutta, as a first instalment towards implementation of the Society's scheme for the survey of Manuscript Libraries in Nepal.

A sum of Rs. 1000 each was sanctioned to the Indian Economic Conference, to the All-India Oriential Conference, and to the Indian Hsitory Congress in connection with their annual sessions held in December, 1955.

Central Indological Institute

The question of setting up a Central Indological Institute and other allied matters was considered at a meeting of the Indology Committee. It was suggested that instead of starting a new Institute of Indological Research, efforts should be made to strengthen the existing institutions

in this field. It was also considered that there should be an agency to survey the existing facilities for Sanskrit studies both at Universities and at non-University institutions. A small Commission comprising five to seven members may be recommended for appointment to consider the various aspects of the problem and to report within six months from the date of appointment.

Rural Higher Education

In pursuance of the recommendations of the Committee on Higher Education for Rural Areas, the Ministry have decided to develop a number of selected institutions in to Rural Institutes. Pending the formation of a National Council of Rural Higher Education, a Consultative Committee consisting of the representatives of the Ministries of Health, Production, and Food and Agriculture, Ford Foundation, Technical Cooperation Mission and Community Projects Administration was set to scrutinise the development schemes submitted by about 30 institutions I organisations. The Committee recommended that *ad-hoc* grants ranging between one to two lakhs of rupees be made to 12 institutions during the current financial year. Action on this has already been initiated.

In accordance with another recommendation of the Consultative Committee, four Syllabus Committees have been set up to prepare syllabuses for various courses and to lay down standards of staff.

TECHNICAL EDUCATION

Development of Scientific and Technical Education and Research

During the period under review the following grants were paid to different technical institutions for the development of facilities for various courses :

Courses	No. of Institutions to which grants were paid	Grants paid: Non-recurring	Grants paid: Recurring
		Rs.	Rs.
1. Post-graduate courses.	2	1,12,000	17,103
2. Under-grduate courses.	14	8,87,024	4,08,405
3. Specialised courses (Printing Technology and Business Management)	2	2,00,000	10,463
Total	18	11.99,024	4,35,971

Loans for Hostels

Interest-free loans totalling Rs. 9,76,196 were paid to four technical institutions for construction of students' hostels.

Research Scholarships in Science and Technology

Fifty research scholarships have been allotted to different universities for award to teachers of affiliated colleges who wish to do research. The Universities have been asked to recommend suitable candidates.

National Research Fellowships

The National Research Fellowships have been instituted by the Government to encourage brilliant young scholars to do research in science or technology at any recognized university or research institute. Each Fellow will receive a monthly stipend of Rs. 400/- and a grant of Rs. 1,000/- per year for any special apparatus required for his work. The duration of the Fellowship is three years extendable up to five years in special cases.

Seven candidates have so far been selected for the award of these Fellowships. It is proposed to invite applications for 23 more Fellowships in the course of the current financial year.

Administrative Staff College and National Institute of Management

The Planning Committee for the Administrative Staff College and National Institute of Management has finalised schemes for the establishment of the Staff College Management Institute. Hyderabad has been selected for the location of the college and efforts are being made to secure suitable accommodation there.

Recognition of Technical and Professional Qualifications

On the recommendation of the Board of Assessment, the Government of India have decided to recognise some diplomas I certificates awarded by a number of institutions, State Departments of Education and Licentiateships and Memberships of some Indian and foreign institutes, for purposes of recruitment to subordinate and superior posts and services.

PROPAGATION AND DEVELOPMENT OF HINDI

Hindi Shiksha Samiti

The Hindi Shiksha Samiti, at its eighth meeting reviewed *inter alia* the progress of the work done by its Sub-Committees on the preparation of lists of basic Hindi words.

Grants to Hindi Orgnisations

Of a total grant of Rs. 1,25,000 payable in five equal instalments, the second instalment of Rs. 25,000 has been paid to the Nagari Pracharini Sabha, Banaras, for bringing out a

revised edition of the Standard Hindi Dictionary and publishing a series of Hindi classics.

The second and the third of the eight equal instalments of Rs. 3,000 each, have been paid to the Director, International Commercial Information Service, Madras for bringing out a six-language dictionary.

Grants to State Governments

A further sum of Rs. 83,874 has been sanctioned under the Five-Year Plan to four non-Hindi speaking States for the promotion of Hindi in their respective areas.

Preparation of Basic Hindi Grammar

The Basic Hindi Grammar Committee set up to prepare a Basic Grammar of Hindi language, has submitted to the Government the manuscript of the grammar in English.

Scientific Terminology in Hindi

(a) The revised lists of technical terms in Hindi relating to Transport (Highway Engineering), Defence I (Army Words of Command), Railways (A to H), Posts and Telegraphs (A to M) and Agriculture and the Hindi version of the diplomatic passport have been approved by the Board of Scientific Terminology and have been submitted to the Government for final approval.

(b) The provisional lists of technical terms in Hindi relating to Defence II (Air Force-Drill and Parade ; Navy-Daily Winter Routine Coning and Steering, Words of Command, Soundings by Lead and Line), Defence III (General Army Terms) and Transport (Highway Engineering) are being revised in the light of comments received on them and will be put up before the Board for its approval.

(c) Provisional lists of technical terms in Hindi relating to General Administration (Designations), Post and Telegraphs (General Postal Terms), Economics, Engineering, Defence IV (Joint Services Glossary) and Tourism have been circulated for comments to the State Governments, Ministries, Universities and other important bodies and individuals.

Hindi Typewriter Key board

A press note was issued inviting comments up to 31st December, 1955 on the keyboard for Hindi Typewriter suggested by the Hindi Typewriter Committee. The comments received from the public are now being considered by the Committee.

Central Overseas Scholarships Scheme

Out of the 25 scholars selected under the scheme for 1955 56, 21 have gone abroad. Selection of candidates for the 25 scholarships for 1956-57 has been made.

Central States Scholarships Scheme

Out of the five scholars selected under the scheme for 1955-56, three have gone abroad. Selection of candidates for the five scholarships for 1956-57 has been made.

Foreign Languages Scholarships Scheme

Selection of candidates for the 30 scholarships, (three each for Arabic, Persian, Turkish, German, French. Italian, Chinese, Russian, Japanese and Spanish languages) under the 1955-56 scheme has been made.

Indo-German Industrial Cooperation Scheme

Of the 15 scholars (for post-graduate study) and 43 trainees (for practical training), sent to West Germany under the scheme for 1954-55, two scholars and three trainees have returned to India. All the German Fellows, conducting research in India, are still continuing their work. The scheme for 1956-57 is under consideration.

Government of India Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships Scheme—Overseas Scholarships, 1956-57

Recommendations for the award of 12 overseas scholarships for 1956-57 have been received from the Union Public Service Commission and are under consideration.

Partial Financial Assistance Scheme

Applications for partial financial assistance have been received from 34 students. Loans amounting to Rs. 8,133 have been sanctioned. A sum of Rs. 19,093 has been recovered from students who were granted loans in the past.

Enquiries Regarding Scholarships for Studies and Practical Training Abroad

493 enquires regarding scholarships schemes and 325 enquiries regarding practical training of facilities abroad were attended to during the quarter.

Admission of Private Students for Studies Practical Training Abroad

Applications of 37 candidates have been forwarded to the various Missions abroad for securing study/training facilities for them in suitable institutions.

British Council Scholarships, 1956-57

Selection of candidates for the two scholarships for study in the field of teaching English as a foreign language is expected to be finalised shortly.

Indian Women Education Association London Scholarship

Applications have been invited for a scholarship to be offered to an Indian Woman for 1956-57.

London University Institute of Education Fellowships, 1956-57

Applications for two Fellowships have been invited.

Federation of British Industries Scholarships

Applications for six scholarships offered by the Federation for 1955-56 have been invited.

Offer of Apprenticeships for Practical Training in Austria, 1955

Of the 24 candidates recommended for practical training in Austria, arrangements for the training of 16 have been finalised, while the candidatures of six have been cancelled.

London Transport Authority (U. K.)—Offer of Practical Training. 1955

Arrangements for the practical training of two candidates with the London Transport Authority, out of the three recommended, have been finalised.

International Association for the Exchange of Students for Technical Experience—Offers for Practical Training, 1955

The selection of candidates for the six offers received has been finalised.

U. N. Social Welfare Fellowships/Scholarships Programme, 1956

Names of candidates for the award of four fellowships/scholarships offered under the above programme, have been communicated to the U.N.

Unesco Technical Assistance Fellowships/ Scholarships Programme

(i) Unesco has approved the selection of five candidates recommended by the Government of India for the award of Fellowships offered under their programme for 1955-56.

(ii) Unesco has approved under their programme for 1955-56 the selection of eight candidates, four each for Fundamental Education and Rural Teacher Training, recommended by the Government of India.

(iii) The names of two candidates for two Fellowships, offered under Unesco's programme for 1956-57, were recommended to Unesco.

(iv) Applications for four Fellowships likely to be offered by Unesco under 1956-57 programme, have been invited.

Unesco Fellowship in Translation from Slav Languages for a Nominee of the Insdoc 1955-56

Unesco has approved the selection of the candidate recommended by the Government of India for the award.

Technical Assistance Programme (Colombo Plan) and Technical Cooperation Mission (Point Four Programme) 1955-56

Names of 27 candidates, out of the 42 recommended under the Colombo Plan, and of 12 candidates, out of the 17 recommended under the Point Four Programme, have been approved.

Technical Cooperation Scheme—Ad Hoc Award, 1955-56

The selection of two teachers for training in the 'Methods of Teaching Foreign Languages' with the help of loop films and other related material, at the Harward University, USA. has been finalised.

Government of India French Fellowships Scheme 1955-57

All six French nationals awarded Fellowships under the above scheme have come to India and have joined their respective Universities. The Government have sanctioned an extra fully paid scholarship for a French National for research at Calcutta University.

Scholarships to Bhutanese Students for Study in India

Selection of 23 Bhutanese students for study in Public Schools in India has been made.

Government of India Scheduled Castes, Scheduled Tribes and other Backward Classes Scholarships Scheme—Post Matriculation Scholarships for Study in India, 1955-56

About 1,000 more scholarships have been awarded to the Other Backward Classes students raising the total number of scholarships awarded under the scheme during 1955-56 to about 32,000.

Merit Scholarships in Public Schools

The Central Selection Committee have interviewed candidates for the award of scholarships for 1955-56.

Scholarships to Young Workers in Different Cultural Fields, 1955-56

Of the 29 candidates awarded scholarships for 1955-56, 19 candidates have begun their approved courses of training.

Research Scholarships in Humanities, 1955-56

In addition to the 34 candidates selected for award of scholarships under the scheme, offers to five more candidates have been made.

Cultural Activities

The Indian Universities Student-Teacher Delegation that visited China for about four weeks has returned to India.

An Indian Film Delegation that participated in the Festival of Indian Films organised by the Government of China, has returned to India. A sum of Rs. 30,866 was sanctioned to meet the Delegations expenses.

Twenty sets of Hindi books and some other books have been sent to the Indian Mission, Madagascar for distribution to educational institutions there.

Books on Indian Philosophy, Religion, History and Culture etc. have also been sent to the Indian Missions at Cairo, Boon, Fiji and Moscow for presentation to educational institutions.

The Government of India participated in the International Industrial Books Fair, Karachi and displayed Indian books on various subjects.

A sum of Rs. 4000/- has been sanctioned for purchase of 50 sets of different books in Hindi that will be circulated in rotation amongst Indians in the villages and outlying areas in Fiji Island, to acquaint the Indian settlers in Fiji with the culture and life prevailing in India.

The Indian Embassy in Washington participated in a Pageant of Peace held at Washington. The Programme consisted of amateur Indian dance and music presented by Indian students in the U.S.A., and a symbolic representation of India's search for peace. A sum of $200.00 was sanctioned for the purpose.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 32 persons have been granted a monthly allowance ranging from Rs. 50/- to Rs. 150/-.

On the basis of an all-India Essay Competition conducted by various State Government and Universities, a student of Hindu College Delhi was selected to represent India at the New York Herald Tribune Forum, 1956 The delegate has flown to New York and will stay in the U. S. A. for three months.

At the invitation of the Polish Academy of Sciences, Warsaw, two Indian Poets were sent to Poland to participate in the Centenary celebrations of the Polish Poet Adam Mickiewicz. A sum of Rs. 11,000 was sanctioned for their expenses in this connection.

It has been decided to subsidise the Arabic translation of Dr. Rabindra Nath Tagore's "Gitanjali" and "Fruit Gathering" by Dr Badi Haqqi of Lebanon, by purchasing 500 copies each of the two publications and presenting them to the National libraries and other institutions in the West Asian Countries

At the invitation of the Government of India a group consisting of 39 Nepalese students and four professors arrived in India and visited places of commercial and industrial undertakings and development projects A sum of Rs. 20,000 was sanctioned for the purpose.

An expert Museum Survey Committee has been set up to survey the needs of museums in India and to make concrete proposals for their improvement and development.

Grants to Cultural Institutes

A grant of Rs. 30,000 for the year 1955-56 has been sanctioned to the Hindustani Prachar Sabha, Warda for the propagation of Hindustani.

A grant of Rs 15,000 for the year 1955-56 has been sanctioned to the Sahityakar Sansad, Allahabad for the development of its activities.

A grant of Rs. 8,000 has been sanctioned to the Mahabodhi Society of India, Calcutta for its normal activities and publication programme.

An expenditure of Rs. 19,500 has been sanctioned for 1955-56 to our Embassies at Ankara, Cairo and Tehran in connection with the activities to be undertaken under the auspices of three cultural organisations in West Asia.

A grant of Rs. 10,000 for the year 1955-56 has been sanctioned to Srividya Rural University, Calcutta for the teaching of Chinese and Tibetan languages to Indian students and Indian languages to Chinese and Tibetan students.

A sum of Rs. 45,923/14/- has been sanctioned to the United States Educational Foundation (India) towards refund of Customs duty, income and other taxes paid by the Foundation under the Fulbright Agreement

The Government of India have accorded a sanction of Rs 1,900 as grant-in-aid to the Tibetan School run by Lobsang Phuntso at Kalimpong

An *ad hoc* grant of Rs. 3,000 has been sanctioned from the Minister's Discretionary

Fund to the Malayalee Association, New Delhi towards the expenses for organising the second Malayalee Art Festival in New Delhi.

An *ad-hoc* grant of Rs. 6,000 has been sanctioned from the Minister's Discretionary Fund to the Kerala Kala Mandalam Silver Jubilee Celebrations Committee, Cheruthuruthy for their silver Jubilee Celebrations

A grant of Rs. one lakh was sanctioned to the Lalit Kala Akademi for its normal activities and working expenses.

In connection with the Buddha Jayanti celebrations an International Exhibition of Buddhist Art will be held in 1957 A sum of Rs. 3,00,000 has been sanctioned to Lalit Kala Akademi for the purpose. The first instalment of Rs. 50,000 has since been paid to the Akademi to undertake the preliminary work.

Observance of the United Nations Day and the Human Rights Day

Educational institutions in India observed the 24th October, 1955 as United Natiens Day and the 10th December 1955 as the Human Rights Day.

An *ad-hoc* grant of Rs. 2,000 was given to the All-India United Nations Day Committee in the Ministry of External Affairs to supplement their funds for holding an Essay Contest in Hindi and English to mark the celebration of United Nations Day.

Budget Provision for Items Concerning Unesco

The following budget provision has been made for 1956 57:—

	Rs.
(a) Contribution to Uneso	14,87,000
(b) Indian National Commission for Unesco	1,00,000
(c) Unesco Cooperation Office for South Asia	60,000
(d) Research Centre for Southern Asia on Social Implications of Industrialisation	1,67,000
(e) 9th Session of Unesco General Conference in India	10,00,000
(f) Unesco Conference etc. abroad	30,000

Indian National Commission for Unesco

The Second Meeting of the Indian National Commission for Unesco was held at New Delhi on 6th and 7th February, 1956.

Research Centre for Southern Asia on the Social Implications of Industrialisation

The Planning Meeting held at New Delhi to discuss details regarding the establishment of the Researeh Centre for Southern Asia on the Social Implications of Industrialisation, accepted Unesco's proposal to have the Centre as an integral part of the Unesco Secretariat for the first three years and decided that the future of the Centre should be reviewed at the end of three years in consultation with the Member States concerned.

Unesco Scheme at Coordinated Experimental Activities

In addition to the six Indian Schools already participating in the above project, two more schools have been associated with the project.

C.P.W.D. Architect's Visit to Paris and Geneva

At the invitation of Unesco, the Senior Architect of the C.P.W D, visited Paris and Geneva in connection with the building plans of the Conference Hall for the 9th Session of the General Conference of Unesco in New Delhi in November-December, 1956.

Unesco Meetings on Marine Sciences

Unesco organized in Tokyo, in collaboration with the Japanese National Commission for Unesco, a meeting of representatives of Marine Sciences Institutes in the Indo-Pacific Region, and a Regional Symposium on Physical Oceanography.

Dr. N.K. Panikkar, Chief Research Officer, Central Marine Fisheries Research Station, Mandapam and Prof. Dattatreya Vaman Bal, Indian Institute of Science, Bombay attended these meetings as experts from India.

Unesco Expanded Technical Assistance Programme

Unesco has agreed to provide 13 experts, six fellowships and equipment worth $ 54,000 to ten technical Institutions Organisations for the year 1956.

In addition, the Government of the U.S.S.R. have agreed through Unesco to give assistance towards the establishment of the Western Institute of Technology in Bombay.

Unesco Technical Aid Under Normal Programme

The Government of India have accepted the offer of aid under the above Programme to the Central Bureau of Textbook Research in the Ministry of Education and the Science Museum in the National Physical Laboratory by way of Experts, Fellowships and Equipment.

Offer of Unesco Fellowships to Indians in Fundamental Education and Rural Teacher Training

Unesco offered eight followships, four each for the National Fundamental Education Centre and for the Rural Teacher Training Centre proposed to be established by the Government of India, under the Unesco Technical Assistance Programme, has been accepted.

Unesco Youth Travel Grants—1956

The Director-General, Unesco has informed thatras in the previous years Unesco will award Inter-regional Travel Grants in 1956 also, to enable students and young people to take part in international educational projects closely related to Unesco's programme.

Translation of Unesco Publications into Hindi —Financial Assistance from Unesco

Unesco has entered into contract with the Indian National Commission for Unesco for translation and adaptation into Hindi, of nine Unesco English Publications that will be published under the auspices of the Commission.

Unesco Questionnaires

(a) Available data for a Unesco Questionnaire on Educational Statistics (1950-54) designed to collect statistics concerning schools, teachers and pupils at all levels have been collected and forwarded to Unesco.

(b) Steps are being taken to collect the requisite material for a Unesco Questionnaire on 'Openings for Social Scientists'. The main purpose of the Questionnaire is to ascertain how far the general demand for Social Scientists corresponds to the number of specialists in that field and also to suggest remedial steps to improve the employment conditions of Social Scientists.

(c) Unesco has also sent a Questionnaire designed to collect information on Studies relating to the Practice of Sport for Education purposes. The results of such studies will help Unesco in analysing them and drawing up a general report for all Member States and other international organisations. The matter is receiving attention.

Publication of Unesco's "Education Abstracts"—Material from India

In response to Unesco's request, a bibliography of publications and articles written by Indian writers on the subject of inspection and supervision of schools has been sent to Unesco which will be utilized by them in bringing out an issue of "Education Abstracts" in early 1956.

Unesco display of materials used in Literacy Campaign

Unesco Secretariat is organising at the United Nations Headquarters, New York Display of materials used in Literacy Campaigns in different parts of the world, including literacy primers, follow-up readers, teacher's handbooks, leaflets, wall newspapers, periodicals and posters illustrating current teaching aids in various languages. Material from India for inclusion in the display is being collected.

Unesco Handbook on "Current Trends and Practices in Adult Education"

Unesco proposes to bring out a second volume of the above publication during 1956, devoted to the theme of the role of local authorities in Adult education. For this purpose, Unesco has asked for an article from an Indian National on different aspects of education and cultural activities. The name of an Indian has been recommended to Unesco.

Unesco International Coupon Scheme

(a) Book Coupons

Book Coupons sold during the quarter ending 31st December, 1955, amounted to $ 1,566.68 which brings the total sale to $ 2,65,278.28.

(b) Coupons for Scientific Material

Coupons for Scientific Material sold during the quarter amounted to $ 7,896.21 which brings the total sale to $ 3,35,257.40.

(c) Coupons for Educational and Scientific Films

Film Coupons sold during the quarter amounted to $ 2,043.25 which brings the total sale to $ 34,446.28.

Central Educational Library

The Reference Division of the Library compiled nine bibliographies including one on the "Writing of Shri K. G. Saiyidain." Besides its "Index to Articles", the *CEL Additions*, a monthly list of new books added to the library, appeared regularly.

An Educational Abstracting Service has been organised at the library as a service to Indian Educationists and workers in Education. It issues a quarterly journal—INDIAN EDUCATION ABSTRACTS—designed to provide in the form of abstracts a general survey of what is being produced in the field of Education in this country. A new monthly feature "*EAS Bulletin of Current Educational Literature*", has also been started to report selected current educational literature produced in all the English speaking countries.

The Adult Literature Section has started publishing its monthly list of additions. A "Bibliography of Literature for Neo-literates (Hindi)", compiled by the Section has already been published.

156 new members were enrolled during the last quarter bringing the total membersip to 2,910 at the end of January, 1956.

Educational Information Service

During the quarter under review, 680 enquiries (India) and 1,543 enquiries (Overseas), concerning various aspects of education were dealt with. 240 vistors sought information from the Information Library.

Information was compiled on the following :

(1) Hindi and the Regional Languages as optional media of Instruction in Universities in India, 1955.

(2) Use of Hindi for transaction of Official work in the Union Government and State Governments in India, 1955.

(3) List of Foreign Missionary Colleges in India.

(4) British University Summer Schools, 1956.

(5) Facilities for studies in Banking—U.K.

(6) List of Medical Colleges in India, 1955.

(7) Facilities for studies in Agriculture and its Allied Subjects—U.K.

(8) New Associatship Course in Mathematics—Royal Technical College, Glasgow.

Educational Statistics

"Education in India, 1952-53" was prepared during this period and sent to the Press. Twelve Charts were also prepared for display at the Amritsar Exhibition Organised by the All-India Congress Committee.

In order to help the State Governments to organise short-term In-Service training courses in educational statistics, a beginning was made with the Punjab, were two such courses were organised. Similar Courses were also organised at Jaipur (Rajasthan) and at Guntur (Andhra).

The collection of statistics on different subjects for the year, 1955-56 was taken up. Sixty-two major statistical enquiries were attended to.

Publications

The following Publications were brought out during the quarter under review:

(1) Living in India—A Pamphlet for Overseas Students.

(2) The Second Inter-University Youth Festival—An Evaluation.

(3) Presidential Address at the 30th All-India Educational Conference by Humayun Kabir.

(4) Catalogue of Publications—1956.

(5) Handbook for Indian Students—Part II.

(6) The Secondary Education Commission Report (Third Reprint).

(7) The Educational System of Denmark.

(8) Playwriting and Playmaking by Norah Richards.

(9) A Provisional List of Technical Terms in Hindi for Secondary Schools (Trignometry).

(10) Annual Report of the Ministry of Education for 1955-56 and its Summary (English).

(11) Annual Report of the Ministry of Education for 1955-56 and its Summary (Hindi).

(12) "The Education Quarterly" December, 1955.

(13) Presidential Address at the All-Rajasthan Teachers Conference, Udaipur by K. G. Saiyidain.

(14) The Rural Primary Teacher (Hindi).

(15) Experiments in Primary and Basic Education.

(16) Convocation Address at St. John's College, Agra, by K. G. Saiyidain.

(17) Report on the Work and Programme of of the Indian National Commission for Cooperation with Unesco.

3324 copies of publications were sold during the period under review for a cash return of *Rs. 5186*

The Publications Section organised on behalf of the Ministry an Exhibition of publications, charts, models etc. at the All-India Congress Committee Exhibition at Amritsar in February 1956.

Anthropology

In the Physical Anthropology Section, analysis of somatomatric data and a paper on Somatic characters and Racial Affinities of the Mannan of Travancore and Cochin State, and identification of the animal remains which were excavated

from the Magalithic sites at Maski, Hyderabad were completed.

In the Human Biology Section the following work was carried out: evaluation of serological data on the Riang and the Noalia of Tripura, of dermatoglyphic data of the Riang, of P.T.C. data from Nokte Naga; inter-relationship of age and middle phalangeal hair.

A field party carried out anthropometric and X-Ray Radiographical studies in connection with the growth studies of the children at Barisha, 24-Parganas.

In the Biochemistry Section food samples collected from Tripura State were micro-biologically analysed for nicotic acid. Iron content in five samples of vegetables food was estimated. Specific gravity alcohol content, total solids, ash, thiamine content, calcium, phosphorus, iron content and protein percentage of three samples of undistilled liquors collected from Khasi and Jaintia Hills, Assam, were determined.

A large number of ethnographical specimens were chemically treated, checked and verified. The modernization work of the Anthropological Gallery progressed well.

The Social Anthropology Section analysed 132 geneologies of the Riang tribe of Tripura.

A paper on the Culture of the Dead and Funerary Rites of the Riang was completed. A report on the social history and the kinship system of the Riang tribe of Tripura was prepared. Translation of technical terms of Anthropology and allied sciences into Hindi, Bengali, Tamil and Urdu was continued.

In the Psychology Section, a paper on "A comparison between the Non-literate aboriginal and literates plains people in practical ability" has been completed.

Compilation and tabulation of the demographic data of the Urban Khasi and tribal maps of West Bengal, Travancore Cochin, Mysore and Madras were carried out by the Statistical Department.

Several valuable books and scientific journals were added to the Departmental library.

ARCHAEOLOGY

Western Circle, Baroda

The Special Repair works at Chitorgarh are still in progress. Works on the important Jains Temple (15th Cent. A.D.) were resumed. Repairs were also done to the Temple of Jatashankar and to the Jal Mahal.

Exploration of Kutch was undertaken to ascertain whether or not Kutch also came in contact with Harappa culture especially in view of the fact that a number of Harappan sites were recently located in Saurashtra and Gujarat. It was found that the Harappans touched Kutch in their southward movement to Saurashtra and Gujarat. At Lodai to the North of Bhuj an important microlithic site was located. Another microlithic site was discovered near Kanthkot. An interesting temple at Purogarh 15 miles to the east of Bhuj was noticed in the course of exploration. A microlithic site at Khera 2 miles to the east of Chitorgarh was discovered.

With technical assistance from the Western Circle, the Municipal Corporation, Ahmedabad, carried out excavation in the Lal Darwaja ground to layout a garden. In the course of the excavations structural remains of the late medieval period were noticed.

166 coins were collected from Nagari, an early historic site near Chitorgarh in Rajasthan, according to which the date of the site may be earlier than the beginning of the Christian Era. While clearing the Talaja caves in Saurshtra, 44 copper coins were collected from the debris. Most of the coins are of the Sultans of Gujarat.

Northern Circle, Agra

The *Chhajjas* of the Turkish Sultana's House at Fatehpur Sikri were restored, and the carvings reproduced with high workmanship resembling the originals.

Grouting has been done to the Kandariya Temple (Vindhya Pradesh), the most important of the Khajurasho group of temples.

During the quarter ending 30th December, 1955 an Exhibition of the presents received by the Prime Minister and Shrimati Indira Gandhi during their recent visit to Yugoslavia was organised in the National Museum, New Delhi. The Museum collection of paintings, textiles, coins, manuscripts and ornaments has further been enriched with new acquisitions, the important being a huge image of Devi belonging to the later Western Ghalukya period, six Chola Sculptures from Tanjore and one unique bronze image of Natesa in Chatura pose.

Mid-eastern Circle, Patna

The important Buddhist Sites of Kasia, Sarnath and Nalanda had been improved in connection with the forthcoming Buddha Parinirvan Celebrations by tidying up the sites and clearance of superficial debris and vegetation. Turfs and gardens were laid out and repairs e.g. underpinning, water tightening etc. are in progress.

Excavations Branch, New Delhi

The Excavations Branch of the Department of Archaeology excavated for a month a small area on the mound known as *Jaichand ka Qila*

at Kannauj in Farrukhabad District, primarily with a view to obtaining an index of the cultural sequences of the site. The digging has laid bare four occupational periods.

Archaeological Section, Indian Museum, Calcutta

Eight terracotta figurines of Maurya, Sunga and Kushana dates, one Indo-Sassian copper coin (circa 10th-11th Century A.D.), two gold coins of Prasannamatra of the Sarabhapuriya dynasty (circa 6th Century A.D.) and one gold coin of King Devaraya II of Vijayanagar (15th Century A.D.) were acquired.

National Archives

Two letters in English and some valuable documents etc. on different subjects purchased from Messrs. Edward Hall of Surrey, 60 authenticated copies of bills from Part A,B and C States assented to by the President, three files relating to Excise Duty on tobacco, sugar and matches in Hyderabad for the year 1943, 1946 and 1952, seven Index volumes (with duplicate copies) of the Ministry of Finance (Est. III Branch) for the periods 1942-43 and 1946-50 and one volume of index to Home Department Proceedings (1943) were received.

27,051 sheets and 101 maps and drawings were repaired, 47663 sheets and 204 maps gathered and guarded, 23,985 sheets flattened, 69,352 pages numbered, 16,552 0. Cs. sorted, 15,633 0. Cs. docketed, 314 volumes of records, 185 books, six registers, four maps volumes, and 17,215 0. Cs. checked, 1,451 0. Cs. stitched, 123 volumes, 174 books, four registers. two maps folios, two map volumes four map covers, two volume covers, seven rolls, six lits and 143 file boards bound and 1,578 volumes of records treated with leather preservative mixture.

Technical information was supplied on rat menace in Libraries, uses of dextrine paste and cellulose adhesive for repair of documents with Japanese tissue paper, and preservation and care of prints and drawings. Records of the Naval Head Quarters were inspected and suggestions for the protection of records against white ants were given.

On an average 30 scholars conducted research in this Department. 10,520 requisitions from research scholars and different Ministries and Offices of the Government of India were dealt with. In addition 465 pages were released to the Board of Editors, History of Freedom Movement in India.

In connection with the preparation of the Hand-book of *Indian Archival Repositories* introductory notes in respect of various Departments were prepared. Besides, information regarding the bulk of records of the Solicitor General of India and the physical volume of the series of records of 14 agencies ranging from the year 1801 to 1952 was collected.

Theoretical training was imparted to the One-Year Course trainees on records administration, preservation and publication of records in addition to the practical training imparted to them on calendaring, indexing and research and reference by the Branches concerned.

Further progress was made in the printing of volumes, I, II and IX and textual editing of volume XV of F. W. I. H. C. Material for news notes of volume IX, No. 1 of *The Indian Archives* is being collected. Illustrations for the series F. W. I. H. C. were also collected.

The printing of the Indian Historical Records Commission proceedings volume XXX, Part I made progress. The author and subject index to the papers read at the previous Indian Historical Records Commission sessions was sent to the press.

609 books and periodicals, in addition to the four technical publications received under the India Wheat Loan Educational Exchange Programme, were added to the Library. 5,789 publications were issued to the research scholars working in the National Archives of India, the Publication branches of the Department, and the various Ministries and agencies of the Government of India.

The accessioning of maps received from the late Western India and Gujarat States Agency, Rajkot and the physical checking and accessioning of 36 maps of the late Eastern States Agency were completed. The geographical arrangement of the maps received from the late Central India States Agency, Indore, was also completed. Two sets of 12 educational wall charts presented to this Department by the Ministry of Education were accessioned.

National Library, Calcutta

With the appointment of three more Technical Assistants the Library has now on its staff persons to deal with most of the modern Indian Languages books:

Portraits of Lokamanya Tilak, Bankimchandra, Saratchandra, Bharati, Bharatendu Harishchandra. Bhagwandas, Visvesvaraya, Asutosh Mukherjee, Netaji Subhas Chandra respresenting the cultural and scientific influences on the country were hung up in the Periodicals Room besides those that were already there,

In response to public requests, a number of small size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division of the Library.

THE TEACHING OF ART

ANY aspect of culture must be broad-based before great achievements are likely to result. The great inventions and discoveries of mankind were not made by people isolated in their community, but by inventors and scholars among people who greatly valued such activity; the most mechanically-minded people, to mention one instance, produce the largest number of patents and inventions.

I think that this is so axiomatic that no one must be surprised that present-day Indian art is an unhappy growth. The vast mass of the people are ignorant of this art, take no interest in it, do not look upon it as their own precious possession. Art in India is not broad-based.

It is, probably, historically correct to connect this with the high specialization of ancient Indian society. No one busied himself (or herself) with art except the class of people called "*Silpins*", professional people, among whom the teaching of art went from father to son. In other countries, artists of great fame and merit sprang from any class conceivable. Rembrandt was the son of a miller, Leonardo da Vinci the son of a lawyer, to quote only two famous examples. Art was broad-based in this sense, especially since the times of the Italian renaissance, when an appreciation and a love of art was the required accomplishment of any man or woman of any education. In India, the son of a merchant could not have turned to art, and whilst literature (especially Sanskrit drama) mentions that ladies at the court did some fancy portraying of their loved ones, there is no evidence at all that this was the actual case; it occurs only as fiction. All the painters at the Moghul court, or in the hill courts of the Punjab, whether Muslim, Hindu or Jain, were professionals.

It is, hence, a deeply rooted attitude that modern education in art has to combat. The idea does not come naturally to the Indian teacher that it is a part of his duties to teach drawing and painting, though in western countries every elementary teacher takes this basic fact for granted. Teaching there includes drawing and painting, from the nursery stage onwards. In India the suggestion that the man who teaches the three R's should also teach painting comes as a strange innovation.

We are thus confronted with the difficult situation that art is almost nobody's baby. You cannot start teaching art at the college level, as is the case frequently in this country; it must start much, much earlier, at the earliest stage of teaching. Yet it was this wrong balance that British education brought into art teaching, when, with Victorian aestheticism, the British founded a number of Government colleges of art: starting straight at the top, without having made the slightest effort to introduce art teaching in the lower schools. Well-intentioned as they may have been, they made a step that created a small number of strange people, who painted and drew and carved, and who were lone aliens in a sea of philistines or, perhaps not so much "conscious philistines" as rather people who cared nothing for art. It is like having a few superb designers of the latest supersonic aircraft among a people who do not fly at all.

A few years ago, I wrote an article on the subject in which I said that this is, to my knowledge, the only country in the world, where a man can go to school, college and university over a period of upwards of twenty years, reach the highest level of education available, obtain the highest degrees possible in India, and yet

it is more likely than not that in all his twenty and odd years of education he has never been taught a single syllable about art or how to appreciate art.

Perhaps the situation is not quite as bad now, for there has been a slow, very slow awakening to the fact that Art education gives something to a child that neither reading, nor writing nor arithmetic can provide. One gratefully acknowledges the fact that Public schools have been taking a growing interest in child art, that Secondary schools now keep, though not always, an art master, and that there is a distinct desire to include art in the curriculum. Private Art schools, often of rather mediocre quality, find it possible to live on tuition given to private pupils (mainly girls, to be sure), and the encouragement given by such important innovations as Shankar's annual Children's Art exhibitions—whole-heartedly supported by the President and the Prime Minister—have given some liveliness to the movement recognizing the tremendous importance that art can play in the life of a child (or an adult, for that matter).

Finally, it must be remembered that Mahatma Gandhi's *Nai Talim* movement, the emphasis given to manual work, automatically brings in some compulsory work at drawing, even in the lowermost Basic schoolroom and as this is mainly concentrated in villages, where the feeling for form is far more alive than in towns—witness the delightful mural paintings with which village houses are adorned in many parts of India, or the toys that they make there—it may be correct to say that the first assault has been launched.

What Next ?

How are we going to attack the still general indifference to art, and how are we going to build up a nation that will be widely receptive to beauty of form, sensitive to creative expression? Can the widespread indifference and ignorance about art be dispelled more effectively, can there be a development in the right direction by *making art precious to every citizen of this vast and great country*?

Naturally, such a miraculous change cannot be wrought at a word of command. Other countries have taken centuries to do it, and the most we can expect is to achieve in another generation, say in the lapse of thirty years or so, a basic change in outlook. What we must aim at is that art should not remain a completely closed book to the mass of educated citizens, as it is today. Nobody can be pleased at the fact that I am accosted at every exhibition of art by a number of educated people, of the middle and upper middle class, with the introductory sentence: "I know nothing about art..."

The real problem, as I see it, is to educate the educators, to teach the teachers. I have watched the determined effort made at the Jamia Millia in Delhi exactly in this direction; and it is heartening to see that village arts and crafts teachers can be turned out, from among the simplest class of elementary school teacher, within a short period. And I have been greatly worried to observe that some Directors of Public Instruction, educational authorities and Inspectors of Schools have got it into their heads that art is a special subject, and that only a special art teacher or art master can teach children art. I am convinced that in this manner we shall not achieve a rapid advance. Expecting an art master or art teacher to possess a Diploma in Art is all very well for countries of much greater scholastic achievement; but factually, art teaching at the elementary stage is hardly more than encouraging the infant and the young child *to find emotional expression by the use of paint and brush and pencil and crayon.* The more interference, the less happy the result; the great secret of child art, as has been stated again and again, is to give free scope to the child to discover form for itself, to mess up a piece of paper again and again, until it creates a picture *to its own satisfaction*—and not a pale imitation of adult art.

The requirement of art teaching at the lowermost ranks—in the nursery school and in the first four or six forms—are (1) steady encouragement, and (2) the most elementary understanding of media. I feel confident that any teacher, however dull and unaesthetic his own upbringing may have been, could be taught these few basic accomplishments *in a few months.* They would consist of (a) an explanation and demonstration of media; (b) a little basic understanding of the psychology of child art, its creative urge and expression; and finally, (c) a few weeks' powerful attempt at making the observation and sensitivity of the teacher more acute by shewing him good and bad art, (definitely bad art too), explaining such points of art appreciation and good combination of colours, clash of tints, the essentials of composition, the unimportance of subject matter and the supreme importance of Form, and the like.

To my mind, every school teacher could be equipped *within two or three months* with enough sensitivity and understanding to be sent back to school a much more Aesthetic Man, and one who would happily let the children spend a few hours a week painting and drawing, maybe modelling too. I see no reason why every teacher ought to have a special art teacher attached to his school, with a four-year course in art teaching, and a diploma of the government in his pocket.

Once this fact is visualized, the beginning of "broad-based art education" could be laid down. Without a sudden increase in teachers, capable and willing to allow the child artistic activity, all advance would be slow, and would be expected at the Secondary school stage, or higher: a patently impossible procedure, leaving the most sensitive period barren and neglected.

I must emphasize that this idea is not identical with what is called "lowering of standards." The very nature of child art is such that too much interference and direction can only do harm to that wonderful medium of self-expression that child art is. We have seen, in fact, the result of art masters' interference with child art in our exhibitions, and such child paintings are amongst the saddest and most disappointing; imitation adult art, copies of photographs and of printed pictures and the like.

I am so convinced that this is the right line of attack, in the lowest rungs of the ladder, that I shall devote much less space to Art education in Secondary and Higher schools. There the right approach would be a logical sequence of what has been said about elementary art teaching. It would also follow that Art Teacher's courses ought to be shorter than they are now; that one and at the most two years of concentrated, intensive training would be amply sufficient to make a good art teacher, though not a good artist; and if there is one subject that ought to receive far more attention in our art schools, it is the *appreciation* of art.

For, it will come as a shock to many, we have government schools of art in which almost everything under the sun is taught, but neither art history nor art appreciation. These are treated as matters for occasional reference; several art colleges have no professor of art history at all, and I have yet to hear of anyone being employed in teaching art appreciation—except at the Jamia Millia.

Yet it seems to me patently obvious that the art master in the Secondary and Higher schools must be *far more busy in explaining art history and art appreciation than in teaching how to draw and paint*; both those latter subjects will take care of themselves with only intelligent occasional guidance; no child can learn about the great achievements of past art or appreciate modern art unless he receives inspiration from one steeped in artistic work, past and present.

In the West, several countries have the brilliant system of employing a travelling master who visits school after school, bringing lovely lantern slides with him. He or she will spend a few

hours every half-year in teaching art appreciation to school boys and school girls. This system has many advantages : the novelty of a visiting professor, the much more intensive training such as a specialist can attain, the value of visual demonstration not possible for every school, the inspiration that such a rare event brings will leave a much more lasting mark ; finally, the local art teacher himself receives every time fresh inspiration in his own work.

This brings me to the University level. How is anyone to become an art historian in this country ? It seems to be one of the most difficult professions to achieve. With the exception of two universities, our universities do not offer courses in art history at all ; for no money or love can a student of, say the University of Delhi or of the University of the Punjab, become an art historian. There is no such subject.

Whilst, therefore, it is my suggestion that the great attack on an unaesthetic world should begin at the nursery school, and the elementary stage, the other end the highest also needs the most urgent attention. Neither the government schools of art, nor university arts faculties can help us unless Art History and Art Appreciation are made subjects in which a number of people can obtain education (and degrees). This twofold attack would lead to speedy results and satisfactory ones. The next generation could grow up not only with some knowledge of art but with a happy appreciation of it.

Charles Louis Fabri

THE TEACHER WE NEED IN INDIA TODAY

What sort of a teacher do we need in India today? Everyone has his own views on this subject for everyone has at some time been either a student or a teacher. We publish below the views of five well-known educationists on a subject that is likely to be of primary interest to every teacher in India today. Mrs. Choksi, Mr. Martyn, Mr. Sondhi, Mr. Mathai and Mr. Saiyidain who sums up for us, have each strongly individual views on the kind of teacher we need in India today. Happily, though stresses may differ, in basic essentials the contributors to this symposium are not divided.—Editor

1. The teacher we need in India today—could he (or she) be very different from the teacher we need anywhere at any time? Undoubtedly he may need to possess the basic qualities of a teacher to a high degree; for we are rushing, and are forced by the march of events to rush, the pace of our development in all matters, political, economic, social, educational. But realism demands a study of the material the teacher deals with, which must condition the qualities expected of him. The writer's approach is based on thirty years' experience of the actual facts of class-room teaching, the day-to-day facts which must form the bedrock of educational theories.

On the basis of this experience it appears that the teacher's most essential requisite is *vitality*; since he is dealing, day in, day out, with human material, and immature human material at that, restless physically and mentally, with all the troubles attendant on growth. It is impossible without vitality to meet the many demands of the teacher's profession. Other material has its uniformities; but not this human material. It is various in all its facets, physical, mental, emotional. Imagine the teacher's working day; every forty minutes or so, he is faced with a different set of forty or more young immature bodies and minds that he must get into contact with, draw ideas from, put ideas into, and all in the mass. How different from Locke's conception of education of the individual boy by his individual tutor! Can anyone meet these demands without a store of vitality greater than that called for in other professions? And if this vitality fails, for any reason, the basis is gone.

But a society, like an individual, is apt to get not what it needs but what it deserves. And vitality is the very quality that was being drained out of our teachers during the past twenty-five years; and only recently has this tendency been checked by a more sympathetic and reformist attitude on the part of the State. The condition had gone deep and will repay analysis and understanding. Most older educationists can confirm this saddening experience—that, compared with other professions, far too large a number of teachers are left, by the middle and end of their professional career, bereft of this necessary vitality, weary and apathetic or cynical and dissatisfied.

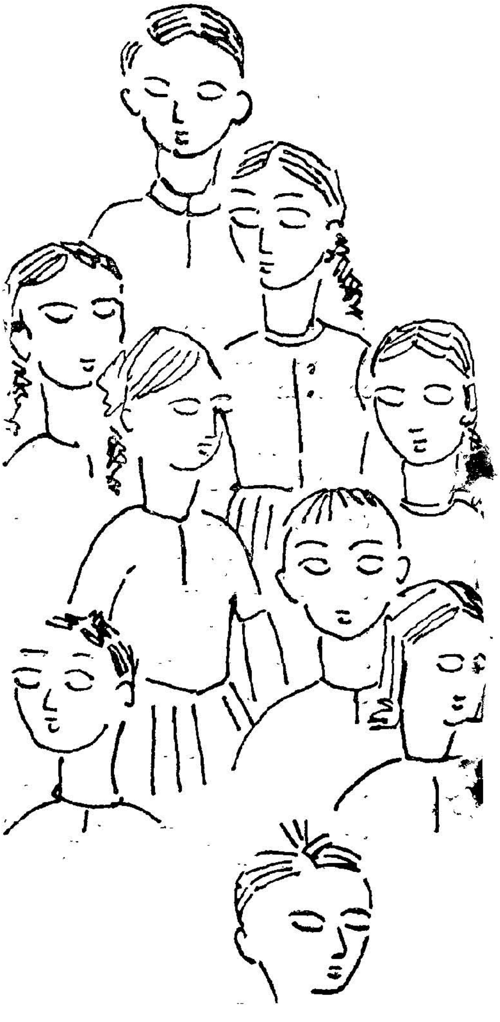
What was the cause or what were the causes, for this early failure of a quality which is the basis of all successful teaching? Pay-scales that dishearten the highly skilled and could only attract the less skilled; anxiety in the present and insecurity in the future, all these, of course, are important factors that are being discussed and remedied by national governments. But it is not in these alone that there lies the basic clue to the shaken personality of the teacher. Constant criticism of the educational system by society, newspapers, public men, parents, the confusion of educational issue with the economic issue of unemployment—these were under mining the teacher's confidence in himself and in the importance of the child-rearing profession.

It may be said that there were grounds for the general criticism. But the criticism was not, and is not sufficiently informed and realistic. The chief points are (1) the growth of the educated unemployed, (2) the fall of standards of academic achievement. But unemployment is a social and economic question for which education alone can do little. The greatly increased pace, under a national government, of technical, industrial and agricultural development is bound to create new avenues of employment which will modify the content of professional and technical education.

Our greatest problem in general education lies elsewhere—the existence of an undiversified curriculum and undifferentiated standards of proficiency in general Secondary education. This has been the greatest headache, for both teachers and pupils. Increasing egalitarian tendencies all over the world

have insisted on Secondary education for all as a human right; where the State has not yet succeeded in providing it, parents in increasing numbers have strained all their resources to get their children this advantage. The idea of Secondary education for all has come to stay, and rightly so. But what kind of Secondary education? Let us turn to the practice of an advanced democracy, England; for the English system has what the British Government unfortunately denied to us—the strength and soundness of slow growth. Today, there is a creaming-off of the academically-inclined into the Secondary Grammar Schools. The rest, the great majority, go to the Secondary Modern Schools. But what happens in these? Are all the children considered to be at one uniform level and taught one uniform syllabus? In a good Secondary Modern School there may be as many as *five* streams to each form, each stream with its own syllabus and textbooks.

Here is a pretty full recognition of diversity—not only of curriculum but of standards of achievement. Secondary education for all does not mean the *same* Secondary education, in content or achievement. It is trying to teach all things to all children which has been causing academic standards to topple, and which has been proving so disheartening both to children and to teachers. What is badly needed is a realistic recognition of the limits—or varieties—of educational capacity, leading to diversification of courses.



Since the Report of the Secondary Education Commission, the educational reforms of the different State Governments have accepted the principle of diversification of courses. But we have still a long way to go before the general public, i.e., the parent will accept for his child the education that is really suitable to the child's capacity but which will lead to the worse-paid job. As long as there is great diversity in the structure of salaries and wages, all who have access to Secondary education will crowd to that form of it which is thought to lead to the economic prizes. Nor can a democratic government in a young democracy insist too much on compulsory educational differentiation without incurring charges of unfair discrimination.

How does this bear upon the qualities the nation is expecting of the teacher? Let society substitute, for shrill complaint of the educational system, a realistic study of varying educable capacity. Meanwhile, let

the teacher recover his shaken confidence that his job is worth doing: that, in spite of crowded classrooms, lack of amenities, varying educable capacities, his personality is contributing to one of the most essential of all professions—that of child-rearing.

When the teacher has recovered his confidence and his vitality, he will be able to respond to the full needs of a rapidly changing India and world. The teacher's profession is such that he must give of himself abundantly or he cannot give at all. Next to vitality, the quality most needed today in the teachers of the new India is versatility. Children are so various, and the unfolding human personality needs so many outlets for its fullest development that the teacher has to be all things to all children, if they are to have the chance to develop many avenues for happiness through work and play. It is true that the teacher is inclined to be sceptical and even rebellious when he is asked nowadays to interest himself in an astonishing variety of extra-curricular activities; all elevated to the rank of co-curricular at that! Handwork and gardening, scouting and soldiering (for we have our Cadet Corps), spinning and farming, play production, music appreciation, road-building, the use of various visual and auditory aids—the list is formidable and growing. Much that, in other societies, tends to be done by voluntary or paid social workers, is in present-day India demanded of the teacher. But he will be equal to it, given society's appreciation of the value of his work. He will not be able to answer these innumerable calls adequately if he is made to feel that society looks upon him as its maid-of-all-work. But he will be able to answer them if he feels that it is the nation's need, the need of the many children to whom the school and the teacher alone can provide a wide variety of opportunities and outlets.

Faced with a diversity of claims, curricular and co-curricular, on his time and the children's, the teacher must never forget the practical realities of the teaching process. He must equip himself professionally to the fullest extent, and assert himself, too, as the technical expert, over against the general public or the educational theorist. For these do not know enough of the undeveloped human intelligence to realize the place and time that must be devoted to drill, practice, repetition, application, in the teaching of the various skills and subjects. It is lack of insistence on these that is leading to slipshod, muddled, inaccurate accomplishment and falling standards.

Vitality, versatility, painstaking awareness of the difficulties and technique of of the teaching process, it is asking a good deal. To whom much is given, of them much shall be asked; and the other way about also! Society, as we said earlier, is as likely to get the teachers it deserves as the teachers it needs. Other professions may be carried on with little or measured enthusiasm; not this one. It is all or

nothing with the child-rearing profession. Unless the teacher has enthusiasm, hope, confidence, he cannot impart these qualities; for they can be communicated only, not inculcated.

The teacher's work may seem far removed from that of the artist; yet there, is a measure of creation in it; and it is from the store of vivid life within him that he can create. If he can say what Walt Whitman said at the close of his Song of Myself—"There is that in me", he said, "I do not know what it is—but I know it is in me. Do you see O my brothers and sisters? It is not chaos or death—it is form, union, plan—it is eternal life—it is happiness" —he will not have lived in vain.

M. Choksi

2. Since I first came to India over twenty years ago I have heard very often of the ancient ideal in Indian education of the *Guru-chela* relationship. Probably it was an excellent relationship involving well-earned respect and confidence on both sides, and it must certainly have been a personal relationship which in these days is too often lacking altogether. I have however heard of it in many contexts but most frequently from rather ineffective teachers who were not able to maintain discipline in their classes. Their implication appeared to be that their failure was due to the lack of the proper respect towards teachers on the part of their pupils. They seemed to think that pupils should always be meek and humble while the teacher's only function was to drop from his lips words of wisdom which the pupils would eagerly absorb. The conception of the ancient *guru* as a person who lived in remote dignity on a pedestal whether accurate or not seems to have a certain unconscious influence on the teacher today. The teacher's ideas of the respect that is his due are also possibly influenced by Indian traditions about the proper respect due to elders, the tradition that stops a son smoking in the presence of his father and so on. It is doubtful whether such ideas are valid in the context of contemporary educational methods.

Since Rousseau started the ball rolling with 'Emile' the world has seen considerable changes in educational methods. It is now fairly widely accepted that a child should grow up in an atmosphere of happy informality, in an atmosphere of freedom, and that he should learn as much as possible by play and other kinds of activity. Freedom and activity are considered the best conditions for physical, mental and even spiritual growth. It is no longer thought that a child can develop the best that is in him simply by passive listening to instructions however wise they may be. At the Elementary stage we have the Montessori and Froebal systems; at the Secondary stage Dalton systems, project methods, and emphasis on physical activities and crafts; and at the University stage the usefulness of the lecture is being questioned as being an institution that really belongs to the age

before printing. These changes in method inevitably mean that the teacher must adopt a different approach. He can no longer remain apart (if indeed he ever did) content to be an awe-inspiring figure whose main function is to give oral instruction. He must enter fully into the life of his pupils, be as much one of them as possible. The young man embarking on a teaching career should not think of himself as a budding *guru* but as another student only somewhat older than those that he has to teach. This may seem very obvious but I am not sure that it is realized as widely as it ought to be.

The most important characteristic of a teacher is, I feel, the capacity to awaken interests and inspire enthusiasms. It is in the first place necessary that the teacher should share the interests of the pupils. The best teacher remains to some extent a boy at heart all his days. My own experience is admittedly limited but such as it is, it has led me to feel that these grown-up boys who can so easily inspire and win the affection of the boys they have to teach are more often to be found in the Public Schools of England than in schools in India. If this is true the reason is probably that too few Indian teachers had enough scope for boyish happiness in their own boyhoods; their school days were too cramped. Let us hope this state of affairs will soon change. A teacher however should have a wider vision, a broader horizon than his students so that he can lead them on to interests that they might not discover without his guiding hand. The world in which we live is an entrancingly interesting place. That personality is most awakened which has become most aware of the interesting nature of our surroundings. It is better when the personality reacts to some features of the surroundings not merely with interest but with a more passionate reaction which I have called enthusiasm. This is why, in my opinion, the best teacher is the one who can inspire enthusiasm. This communication of enthusiasm can take place in the classroom, on the playing fields, and, at least in a residential school, in the available spare time. In fact, in a residential school the communications in spare time are of supreme importance. No one teacher is likely to be so gifted as to be equally able to inspire enthusiasms in all three spheres; but a well-balanced staff requires men or women who between them will share the burden—though burden in this context is a less suitable word than, joy.

It follows from what I have said that the teacher must himself have an eager approach to life; he must have his own passionate interests. These interests may be related to the subjects that he teaches, the games that he plays or certain hobbies that he pursues. The best teachers that I have known, the ones who made the most impact on their students, have been ones who have had hobbies to which they were keenly devoted. The word hobby seems to me unfortunate because it suggests something rather trifling and unimportant. We need a better word to

describe an activity keenly pursued without economic motives. After all in the Utopian world which optimistic economists sometimes foretell, in which most of the world's work will be done by machines, we will all need hobbies if we are not to dissipate our leisure in fairly futile social activities. Be that as it may, in general a man with a hobby has more personality than a man without one.

We now come back to our starting point the question of the respect that students should have for their teachers. Certainly students should respect their teachers but this respect should spring from real regard and need not be shown in too ceremonial a manner. Teachers should be sufficiently sure of themselves not to have to worry unnecessarily about their dignity. What matters is the personal regard which students have for their teachers. What I am saying may seem too idealistic, impossible to apply where the number of students per teacher is excessive and the emoluments of the teacher too small. Both of these are matters that urgently need improvement and we must hope that improvement will come. I have, however, tried to indicate some of the personal qualities of an ideal teacher. Personal qualities can be independent of economic factors and material circumstances.

J. A. K. Martyn

3. The teacher that we need will depend on what our needs are.

* * *

Human beings are products of heredity and environment. How much influence each of them has we do not know. Nor are the laws of heredity known at present. Why a genius springs up in unexpected quarters, why the children of exceptional parents do not partake of their parents' greatness, we cannot answer.

In time we may know, but at present the vagaries of heredity are a sealed book to us.

Of environment and its influence, we know something more. Good environment does on the whole, produce good citizens. Bad environment invariably leads to vice. Therefore, in moulding society according to our accepted values, we have, at present, to work mostly through environmental influences.

The earliest and most important environmental influence is the influence of the home. Next, come the school and the immediate neighbourhood. And as a child grows, there is the play on him of the values and practices of society, of the ideas he gathers from talks and books and his leisure-time pursuits.

As the social impacts are too vast and often undefined, we shall leave them aside for this discussion. Besides, if the child is well-conditioned by home and school he will be able in great measure to decide values and ideas for himself and then to modify the impact of society on himself.

Home life in India is not what one would wish it to be. Among the educated and semi-educated groups little attention is paid to the upbringing of the child. He is mollicoddled at one time, all his whims indulged, and at other times he is rebuked and thrashed and told not even to be seen, leave alone to be heard.

Among the lower middle classes, the mother is overburdened with work and not seldom with child-bearing. The father comes back tired and jaded from his work and would much rather have the company of his fellows than sit down and play with his children.

Among the upper middle classes, the mother has her club about the time that the child comes back, and the father his club or his files.

Among the poorer classes, the children are fed and told to go out and amuse themselves.

In all classes, school time is welcomed by the parents, as a relief from the society of their children.

This is the general picture.

But it was not always so. There were two agencies that if not deliberately, at least in a casual manner, exercised some check on and provided some guidance for the child—the joint family and the caste system. Without attributing too much good to the joint family system, one could still say that living in the midst of many other members of the family with its code of respect and consideration, did provide some of the essentials of good manners. The Caste system too exercised a fair amount of wholesome influence and at its best did impart a sense of "noblesse oblige."

But both factors in training are fast vanishing.

It is to be noted that there is a general decline the world over in the old-time home life. Even in Britain, the traditional country of home life, the break-up is noticeable. The harder struggle for existence that compels both parents to work for a living, the lure of the cinema, the availability of the motor-bike with its pillion seat, and of attractions away from home, may be responsible for the change. While these factors keep members of the family out of the home, and therefore apart, the radio and television, which keep them at home, prevent, through the silence that they enjoin, any converse among members of a family.

The School

This leaves us with the school as the important regulated and regulating agency. Indeed, the general trend is for the school and its recreational programme, to take up more and more of the duty of training for citizenship and for a living. The schools alone can provide suitable facilities not only for games and sports and cultural and intellectual pursuits, but also for scientific guidance and counselling, and health attention.

Fews schools in India aim at doing this, and fewer still are equipped for doing it.

Yet, more and more, society will have to rely on the school and its teachers for the tremendous duty of bringing up citizens physically fit, mentally alert, emotionally balanced and morally healthy.

These represent our needs.

In the light of the above discussion what are to be the qualifications of the teacher we need?

As I have not been trained in pedagogy nor in psychology, as I have no experience of teaching young children, I must confess my inability to grade in order of importance, the qualities that a teacher must have. But from what I remember of my younger days, I should say that :—

(i) The teacher must know that his is a dedicated profession. I put this down for what it is worth, knowing that in most cases no one can be certain that he has a call for any vocation till he has tried that vocation out. This qualification involves full sympathy with students love for them and patience with them as a pre-requisite.

(ii) He must have a knowledge of child psychology in addition to sympathy. From this it follows that he must have a true sense of justice. From what I remember of my younger days and from my experience of administering a college I realise that a sense of justice is the most important qualification for a teacher. However strict or stern a teacher may be. children generally do not mind this if he is just.

(iii) In the higher ranks of teaching, the teacher must be a master of what he teaches. He will then not be irritated by the questions his pupils ask him.

(iv) He must have a love of the subject he teaches. Only then can he take his subject out of the usual rut and make it live for his pupils. Much boredom is noticeable in schools and colleges when the teacher merely dictates notes.

(v) He must be able to inspire confidence in the parents of his pupils. Most parents do not know how to handle their children. The teacher must, therefore, be able to interest parents in their duties and responsibilities.

(vi) The teacher must be able to act as a leader in the leisure-time pursuits of his pupils. This does not mean that he must be proficient in any pursuit, but that he must know its fundamentals.

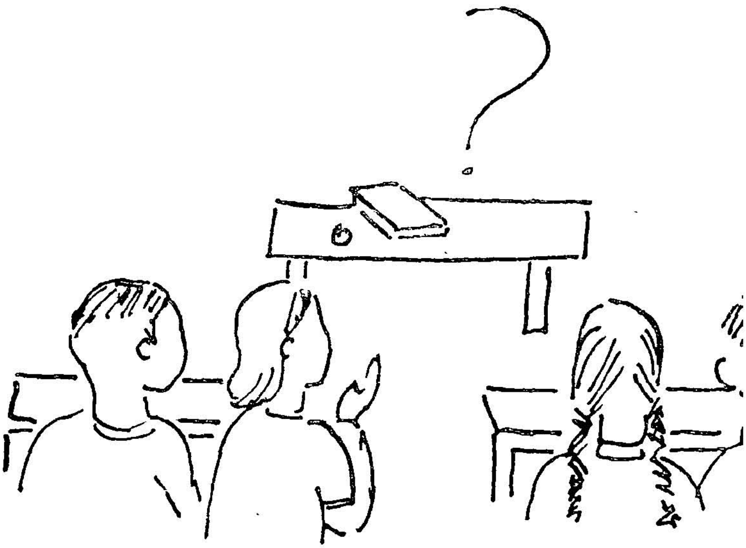
(vii) Lastly, the teacher must have the quality of courage—courage to teach in his own way, and courage to stand up to managing committees and inspectors who expect strict compliance with routine methods.

This courage will not lead to anything outrageous, provided the teacher has the essential qualities I have mentioned above.

It goes without saying that to discharge his functions truly the teacher must be guaranteed economic sufficiency and security.

One thing more I would suggest: Let every would-be teacher be tested fully by a competent psychologist. I have painful memories of the way in which one of our teachers used to dig his fingers into the flesh of our arms, and used to make us stand, for an hour at a time, with our arms raised above our heads and legs bent at the knees. Such sadists should have no place in a school.

I have stated the qualities and qualifications of the teacher we need, of the teacher we must have today. Where shall we find him? Plato sketched an ideal Republic, which he knew would never see the light of day, but that did not make his vision valueless. Mankind is borne aloft by its visions, and noble visions we must have or perish. And, visions materialise if we strive hard enough for them.



The question of questions remains: How are we to get such a teacher? When will society realise its obligations to education?

G. D. Sondhi

4. For one who was himself a teacher for many years it is in some ways immodest to attempt to state what kind of teacher we need in India today. It is easier for someone who has never taught to make specifications for the perfect teacher. But perhaps I could say something about certain aspects of the teacher's work today that may not amount to asking for perfection. I do not wish to attempt to describe the perfect teacher. Indeed it is not certain whether we can speak of a perfect teacher in the context of ordinary life without portraying an ideal personality like Buddha or Christ. The best of teachers are human and partake of the frailties of a human being, and indeed it is often some delightful frailty that makes a teacher lovable.

Someone has said that there are three kinds of teachers—one, the teacher who is not remembered at all, two, the teacher who is remembered and hated, and three, the teacher who is remembered and forgiven. No one who has been a

teacher dares hope that there might be a fourth kind of teacher, one who is remembered and loved. The greatest pleasure a teacher has is when some old student whom he has forgotten comes up to him and says, "Don't you remember me ? I was your student" ; and if, by a slip of the tongue (?) the student says, "Don't you remember me ? You had the honour of teaching me" he will indeed have spoken the truth in a manner which he perhaps did not intend.

I do not, therefore, ask for the perfect teacher. I should like instead to attempt to say what in the present historical context of India, one may well expect a teacher to do. We all demand that our teachers should know what they are talking about as specialists in their particular fields of study and we also expect, as a matter of course, that they should be able to transmit knowledge to their pupils with a certain degree of facility. We may take knowledge and intellectual capacity in the teacher as elements that everyone would demand. But the teacher has a much more potent role to play in relation to his pupils. He influences the attitudes and affections of his students. In India today when many things-connected with our national life are in a state of flux a great deal of the character of the nation tomorrow will depend on the attitudes and affections of the boys and girls in our schools and colleges today. In a country that has newly found her political freedom and which has turned its face in the direction of progress and a better life for all her people, there is need for a great sense of destiny among her youth. I am disappointed to find that, speaking generally, the youth of India is not fired with a passion for the growth and development of the nation. There is far too much facile talk about our ancient culture and very false generalisation about our spiritual qualities. But there is not enough of a sustained sense of purpose and direction for the future. The Youth of the country needs a passionate awareness of

the possibilities of greatness for the nation to which by their character and their energy and their unity of purpose they can contribute. It is in this matter that I think the devoted and intelligent teacher can make a great contribution.

The teacher we need in India today must be a person imbued with an intelligent and reasoned patriotism, who can enable his pupils to look beyond the trees of regionalism, petty local rivalries, and the little problems that lie all around us, to the great wood of a united and prosperous India.. Quite frequently our students are led away by unscrupulous politicians and others or we find that large numbers of our students are apathetic to the affairs of the nation and the world. Students need guidance to enable them to sift facts for themselves and to form right loyalties and purposes. The teacher must, therefore, be a friend and guide not merely in the narrow relations of personal morality but in the much larger matter of national and human values. I want our teachers to be able to rouse in the minds of students questions regarding the meaning of events in current history, and enable them to find answers to some, at least, of these questions that would enable them in the future to act with conviction and courage. I want India to have teachers who have a sense of the meaning of true greatness both in individual and national lives and I want teachers who can constantly place before their students a vision of greatness.

What I have said may sound like crying for the Moon. I may be accused of asking too much of the teacher. But I really do not think so. It is surprising what powerful influence can be exerted by a teacher through casual conversation and even by stray remarks. Students naturally tend to respect the man who has high aims and is able to look to wide horizons, and if a teacher looks upon his function as being not merely to teach an academic subject but to inspire and uplift and direct, even the humblest teacher can do a great deal in shaping national character and laying the foundations of true greatness which consists in character rather than in material possessions. We need teachers in India who have a touch of the prophet about them. All our plans and schemes will come to nothing if the men and women who seek to translate them into reality have not learnt to look beyond their own self-interest to the interests of the

nation and have not learnt to put service above self. A teacher who can perform this task will need patience and a sense of humour. He must be serious without being solemn, he must be able to laugh without levity. To produce such a teacher the nation should be willing to spend money and the public must recapture the ancient reverence for the teacher's profession.

Samuel Mathai

5. If I attempt to describe the teacher required for present day India, it would sound like asking for a paragon of all the virtues! I shall, however, take the risk without forgetting that he, too, like the rest of us, is a weak and fallible human being.

In the first place he will not be a *Teacher* but a *teacher* with a small 't'—that is, not a type but an individual with a personality of his own. A teacher who is not a person in his own right, socially, intellectually and emotionally, but only one in a herd, dragooned into uniformity by his training and the exacting demands of a bureaucratic administration will never be able to give the best of himself to his children.

Paradoxical as it will sound, he may well be concerned at one stage even more with the education and enrichment of his own personality than with the education of his children. You cannot pour out of a vessel except what you have put into it and, if a teacher is poor and hollow from within, if there is no sparkling wine in him, he cannot possibly quicken the mind or humanise the emotions of his children. Or, to change the metaphor, if he is not like a lighted candle himself, he will never be able to light up the flame in others. Imparting knowledge is, after all, only one and perhaps not the most important factor in the process of

education, which consists basically in the quickening contact of one personality with another.

How then should he set about to educate his personality ? In other words what are the assets and qualities that a good teacher should cultivate in himself. He need not be a scholar but he should know his "subjects" well enough to be able to present them in an interesting and stimulating manner. If his knowledge is thin and superficial and while giving his lessons, he is living as it were on the margin of subsistence, he will not succeed in arousing the curiosity of his pupils He should, therefore, continue to do some significant reading and not behave as if knowledge were static and he had nothing further to learn !

But mere scholarship will not make a good teacher for the weight of information, unless it is transmuted into knowledge by the grace of right methods, can lie heavy and cruel on the child. He should be able to build a pleasant bridge between the mind, the interests and the needs of the child, on the one hand, adult knowledge on the other. For this purpose he should have some understanding of the child mind, the discrimination to sift what is significant for the child from what has crept into the syllabuses and the curricula through the channels of tradition and inertia. I know there are many departmental hurdles in the way but they must somehow be overcome till they are removed.

But even all this will not truly educate, unless there is the right personal relationship between the teacher and the children. This can only be based on sincerity and love. If the teacher is genuinely interested in their welfare—or if interest is a colourless word in this context—if he really *loves* them too, he can find the key to their hearts and thus deal not only with problems of instruction but also of discipline and training of character. He can implant in them some of the values that he cherishes by the contagion of his personal example which can only operate through the magic of love—love whose sincerity is recognised by the children who are embarrassingly quick, through some process of intuition, in seeing through hypocrisy and make-believe !

This teacher should possess an incorrigible sense of *fairness* in dealing with children. They welcome firmness, they can even put up cheerfully with strictness but they are entirely put out by any show of unfairness in dealing with them by any unjust or un-understandable discrimination exercised for or against any one of them. So, with all his love and sympathy, the teacher should have something of the dependability of a Law of Nature which is not affected by moods of the moment or swayed by favouritism.

He should also have—though some eyebrows may be raised at it!—a sense of humour. Or he should try to *cultivate* it so far as that is at all possible. This does not merely imply the capacity to appreciate a joke or to be able to deal with children good humouredly and to ward off possibly difficult or threatening situations with a neat and pleasant remark. They are important but what is more important, is the readiness to be able to laugh at oneself, not to take oneself too seriously not to sit smugly and stiffly on the hard seat of one's assumed dignity. Many teachers are unable to see themselves as others—particularly children—see them and I wish some fairy could give them that sobering and educative gift. This sense of humour is an essential factor in building up a genuine climate of *companionship,* withou which no teacher can deal naturally and effectively either with children or adole- scents. At least in one respect, the old conception of the *guru* has to be modified to some extent in the present context. The new *guru* should be not only a person for whom the students have *respect*—reverence, I am afraid, will be too exacting a demand in this age!—but also one with whom they can have normal, friendly human relationship. An American journalist who had come to see Gandhiji at Sevagram described him "as sitting in the open with two hats" on his head in order to keep off the heat, adding significantly, "And yet his dignity did not suffer!" Could our teachers think in terms of this kind of dignity that will not suffer by playing and working and learning with children in an exciting and cooperative adventure of growing together and exploring the world outside as well as inside?

And, finally he would be self-respecting, walk erect with head held high, conscious of the dignity that he derives from the social significance of his work. He would, no doubt, be concerned with and strive for the improvement of his prospects but he will not regard himself as socially inferior or less important in the scheme of things than other functionaries enjoying better financial prospects. In that way, he will, to some extent, challenge the commercial values which have found common currency today.

These are not modest demands to make on the teacher of today, I know. But he has chosen to be born in a challenging age and has not chosen a 'modest' profession!

After having written this rather sketchy article, I have had the benefit of reading the four other articles that form part of this symposium. I have found these interesting and profitable and, though the approach is necessarily different, it is good to find that we are not basically at variance. In fact there is a good deal that is common in the 'demands' that we have made on the teacher of today. Analysing these common points will be unfair to the serious reader who may prefer to do so himself and one need hardly bother about the other kind! I notice, however, that Mr. Martyn has rightly stressed the developing and sharing of genuine *enthusiasms*; Mrs. Choksi has made a case for *vitality* (physical as well as mental) without which really no significant and exacting work can be done satisfactorily; Mr. Sondhi has pleaded for *courage* which, alas, is as rare as it is necessary and Mr. Mathai asks that the teacher shall have a touch of the prophet. My own special contribution, if any, is a plea for a sense of humour. Take what you will!

K. G. Saiyidain

SILENT *Versus* ORAL READING*

WHEN the young child starts school he has usually an extensive oral vocabulary. For five or six years he has been learning the significance of certain sounds: he has been learning to discriminate between them and to associate them with various objects. He has learned in fact that each thing he sees or touches is represented by a certain sound, is given a certain name. He learns that other words are used to denote actions; that others again are used to fill out and complete sentences He responds to things and situations with words. Conversely words come to have meaning. A spoken word or phrase brings to mind a particular object or experience. So close is this association that for the normal child, understanding and knowledge go hand-in-hand with the growth of spoken language.

Non-Oral Methods of Teaching Reading

It is natural that the early stages of reading should fit into this pattern of development. In its simplest terms, reading simply introduces another factor into an already established pattern of association. The child learns that every object, every activity, every experience, can be represented not only by spoken words, but also by visual symbols. In reading, he is in fact doing two things—making an association between the visual symbol and real things on the one hand and on the other between symbol and sound.

It has been urged that the latter association during the early stages of reading is unnecessary and detrimental. Thus McDade based his non-oral method of teaching reading on the principles (a) that there must always be an association of the printed word and its meaning; (b) that there must *never* be an association of the printed word with the oral word.[1] There can, of course, be no quarrel with the first principle. It is now—and has been for the last two decades—an accepted rule that early reading experience should be centred on situations that are meaningful to the child. The words of his first primer are ones with which he is familiar and uses frequently in speech, which have real meaning for him.[2] In the modern reading system, stress is placed on reading readiness, on ensuring amongst other things that the child has an adequate oral vocabulary, that he can understand and use the words he will shortly encounter in printed form.

The second principle, however, is of dubious validity. If applied strictly, it would mean that the child is denied the aid which comes from an already established association, between word sounds and the real objects they represent. He is cut off artificially from the normal stream of language development and required to form two distinct sets of

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1 J. E. McDade "Essentials of Non-Oral Beginning Reading", Plymouth Press, Chicago, 1941.

2 Thus in the "Happy Venture Readers" (F. J. Schonell pub. Oliver and Boyd), the material of of the Introductory Book and Book I is based on experiences and interests with which children are familiar in their home surroundings. Book 2 has a wider context—visits to the zoo, to town, to the fire station etc. are described in simple terms. In Books 3 and 4 the incidents and stories are from further afield in line with the growing experience of the reader.

associations: (1) between object and sound; (2) between object and visual symbol—instead of a single integrated pattern. There is, however, an even more pertinent criticism of non-oral reading instruction than this. We have had a fair amount of experience of attempts to teach reading to young non-readers in the 6 to 9 age range on a direct visual symbol-meaning basis. They were successful to the extent that, overtly, the translation of the printed word into spoken sounds was eliminated and the children *apparently* derived understanding directly from the word, phrase or sentence. Investigation revealed, however, that all that had happened was that the children said the words to themselves silently; they insisted on calling on the established association. Their reading was no more rapid or fluent than children taught by oral methods.

Teaching Silent Reading from the Start

It seems that at the start there is little difference between oral and silent reading save in the amount of noise actually made by the child. In either case the words are articulated, the eyes move along the lines irregularly, recognition span is short and regressions are frequent. Despite this fact, however, there should be plenty of opportunity for children in their first year of reading to study words silently and to read to themselves simple stories using known vocabulary. There are two very good reasons for this.

In the first place, the children should realise as soon as possible that reading is not just a matter of translating visual symbols into sounds. Its essence is the obtaining of meaning and information from print. If, during the first two years of school life, reading is *always* oral, then the children become habituated to this, their primary concern is with the enunciation of words; understanding tends to be a secondary consideration. It is difficult later to break the habit and to develop the much greater speed and fluency of silent reading.

It is easy enough to devise exercises and activities with words, phrases and sentences which even the youngest readers can do silently once they have acquired a small sight vocabulary or even in the process of learning their first sight words. Thus the card material which accompanies the Introductory Book of the "Happy Venture Readers" makes provision for the children to:

(a) match word strips with word-picture cards;

(b) match word strips with pictures only;

(c) match separate words with sentence strips; and

(d) build their own sentences from separate words.

At a later stage, the children proceed to a little more advanced silent reading activities; carrying out directions, finding answers to simple questions and riddles etc. A variety of such exercises will be found in any modern American or English reading workbook. They can easily be adapted by the teacher to the needs of his class and the reading material made available to him.

In addition to such activities the children should be given more direct encouragement to silent reading by the provision of short supplementary readers which use the same vocabulary as that employed in the graded series. Thus each book of the Happy Venture Readers is accompanied by five small supplementary library books. Once the child is familiar with the vocabulary of the Introductory Book or Book I, he can read and enjoy silently the corresponding stories from the library. Even if a full-graded series such as the one mentioned is not available to the teacher, he may be able to produce his own duplicated

supplementary library "booklets"—once the value of providing this silent reading practice is recognised.

The second reason for making provision from the start for silent reading practice is a practical one. Children, of course, vary in their aptitude for reading. Some will progress quickly ; others will need much more help in the early stages. Exclusive reliance on oral methods means that the class must proceed lock-step. The pace must be suited to that of the slowest group. The brighter child is held up while his less fortunate fellow stumbles over a passage he is reading to the class. For the former, there is boredom and irritation ; for the latter, embarrassment, emotional tension, the start of hostile attitudes to the reading situation. On the other hand, if the more advanced child is occupied in silent reading activities, the teacher can give concentrated attention to the weaker pupil. In short, a balance between oral and silent reading methods in the early stages of reading makes possible the better recognition of and provision for individual differences.

It might be as well at this point to summarize what appear to me the main principles in the teaching of reading relevant to the present issue of oral *versus* silent methods.

(a) The essence of reading is to derive meaning from printed symbols.

(b) It is logical and desirable for teachers to make use of the associations which the child already has between real objects, activities and situations on the one hand and oral language on the other. Reading fits into the natural pattern of language development.

(c) Oral reading is necessary to establish precise associations between the printed word and its meaning and to give independece in word recognition.

(d) Understanding and silent reading for meaning should be stressed from the start.

(e) Children learn to read at different rates and there should be provision made in the reading lessons for these differences.

After the First Two Years

All that has been written so far applies to the first two years of reading instruction. By the end of this period the child has mastered the mechanics of reading. He is assured and fluent when dealing with reasonably simple material and is no longer compelled to resort frequently to analysis of individual words. The differences between silent and oral reading are becoming more marked. The speed at which the child can read out loud is limited by the fact that he must articulate each word clearly enough to be understood. His maximum rate is approximately 200 words per minute. His silent reading has no such limitation. The child is concerned to derive meaning for himself. His eye movements are smoother, fixations to a single line of print and regressions are less frequent. It does not matter if he fails to see every single word clearly provided he gets the correct meaning from the whole phrase or sentence. If vocalization, overt or otherwise, has been reduced to a minimum, his speed may be double that achieved in the oral situation.

The differences are so great that oral reading must be considered in some respects as a separate subject and its inclusion in the primary school curriculum justified on its own account. For some backward pupils, of course, even after the first two years at school, it may still remain a main teaching method but not, we hope, for the majority. For them, oral reading will be used only occasionally as a device for testing accuracy in word recognition, the maturity of their approach to words not previously encountered and other more mechanical aspects of reading which are being revised,

Knowledge of word meanings and comprehension will, of course, be assessed through silent reading exercises.

Oral Reading Aids Reading Efficiency

In the school situation, there is a further justification for some oral reading as a means to the end of general reading efficiency. Reading aloud by the teacher or by an advanced pupil while the rest of the class follows the passage silently in their own books is a definite help to the silent reading of the below average children. Their attention is concentrated on the material read ; their eyes move rapidly over the lines of print and both word recognition and fluency benefit. In the Remedial Education Centre, we have used oral reading in this way quite frequently with small groups of backward pupils as *one* method of helping their silent reading. The teacher occasionally stops to check that the children are in fact following her and at the end of the chapter or story, recognition of new vocabulary and phrases is practised by flash cards and short exercises. In the same way and for the same ends, a passage is occasionally read out aloud by a small group of pupils at the same time. The group must of course be a small one for the method to be of value, so that the teacher can check that each child is actively participating.

Points such as these in favour of oral reading after the first two years of school life apply mainly to backward children. We would not be justified in giving the majority of our pupils much oral reading if we were concerned only with the *main* aim of reading which is to derive, rapidly and accurately, meaning from the printed word. In nine cases out of ten this is what reading means to the adult. However, there are circumstances when the ability to read aloud clearly and expressively may be most useful. Good oral reading is important to the minister of religion, to the radio announcer, in business or industry, wherever reports or announcements have to be given to a large group. It is, in other words, a method of communication. Moreover, there is a lot of personal satisfaction to be derived from reading aloud a passage of literature, in savouring the beauty and feeling of the words. More practical, there is a place for oral reading in the family circle when the children are young and cannot get the delight of a well-told story by their own efforts. In these contexts, oral reading is a form of self-expression.

Methods of Teaching Oral Reading

There is, then, a case to be made out for the teaching of oral reading in its own right even after the child's first two years of reading instruction. This does not mean that any sort of oral reading will do. There is little or no excuse for the traditional oral lesson in which all the pupils in a class had their books open at the same place and were expected to follow while each read in turn, a single chapter or lesson being covered in this way again and again until finally the children knew the lines off by heart and, given the appropriate cue, they could say the words without reference to the text. However, it is hardly worth discussing this practice which fortunately is rarely found nowadays in modern schools.

A much more common plan is to divide the class into a number of groups according to reading ability, each group being in charge of one of the best readers. A class of 40 to 50 children can thus be divided into six groups for oral reading, the teacher giving her attention where it is needed most and each child getting two or three chances of reading out loud during a half hour period. The material read is, if possible, graded according to the ability of the children in the group. The practice has a lot to commend it. Each child is with a small number of other pupils of approximately the same reading level. The brighter ones are not held up or bored by the faltering efforts of weaker readers. In turn, the backward children are not embarrassed by being forced to attempt reading beyond their powers.

The main criticism that may be made of the method, as we have observed it, is that often the children are required to read out loud at first sight of the passage. No opportunity has been given for silent preparation. The children stumble over new words which they have had no chance previously to work out for themselves. It is often impossible for them to read with good expression in coherent phrases so that they can be clearly understood by the listeners. The main aim of oral reading is lost. There is, of course, an easy remedy. Oral reading in this group situation (as for that matter in any other situation) should never be at sight. Silent reading should always precede oral reading and the chance given to the pupils to become familiar with the content of the passage and new vocabulary. After all, from the practical standard of what is required in adult life, this is the realistic procedure. The adult rarely reads a report or a text to others without thorough preparation. The child should not be required to do so either.

Another situation in which oral reading may be introduced quite naturally is when the teacher requires a quick check on her pupils' understanding of a chapter which they have read silently. In response to questions the child is required to read out loud the paragraph in which the answer is given. This is, of course, prepared oral reading.

Promoting Literary Awareness

Reading by individual children of a carefully prepared passage to the class has its uses at all levels in promoting a love of literature and a feeling for the beauty of words. In this connection, it is perhaps worth mentioning that one of the best methods I have seen in use for encouraging accurate and expressive oral reading amongst backward children was the twice weekly radio "broadcasting" periods in a special class of an English primary school. For complete realism, a hand microphone was wired through a transformer (and battery) to the pick-up terminals of a wireless set. (This electrical apparatus is not necessary for the success of the scheme—imitation equipment could be substituted). The children "broadcast" to the rest of the class from outside the classroom "scripts" which they had written themselves or prepared for reading from their favourite books. Competition to be selected for "broadcasting" was keen, the class being divided into four groups for this purpose, each arranging weekly its own fifteen minutes' programme. Rehearsals and auditions were held before and after school hours. The keenness of the pupils was reflected not only in the improved standard of oral reading but in the marked progress in their written work as well.

Time Allotment to Oral and Silent Reading

After writing at some length about oral reading and the conditions under which it should be taught, it is necessary to stress again that after the second year at school, it should take up only a small proportion of the total time given to reading. It is not possible to lay down a comparative time allotment as between oral and silent reading at different class levels. That will vary according to circumstances in particular schools. It will depend on the mastery of reading achieved by the children, on the availability of supplementary readers and apparatus etc. Generally, however, we would expect pupils in their first year of reading to be spending approximately three quarters of their time in oral reading as against one quarter on simple silent reading exercises or supplementary readers. During the second year, the proportion of oral reading will decrease to a little over half the total time allotment. It will be remembered that during these first two years there is not really a clear distinction between oral and silent reading. They differ mainly in the fact that in "silent" reading the children are encouraged to read without actually sounding the words out loud. In respect of speed, in the number of fixations to a line of print and in the number of regressive

eye movements, oral and silent reading are very similar. Only in the third year of instruction do they become largely separate processes. Then the emphasis should be definitely on silent reading and this should take up two-thirds of the total reading time. This proporation gradually increases and by the middle of the fifth year we would expect to find at least three-quraters of the lesson given to silent reading of books or silent reading comprehension exercises and activities.

If a proper balance has been attained and if the main aim of reading has been kept clearly in mind, the better readers in this fifth year class will be covering as many as 350 to 400 words per minute in silent reading. Their comprehension of what they read will be just as good if not better than when they are reading out loud to others at a much slower rate. The speed of reading mentioned will be reached, of course, when the children are dealing with material which presents no mechanical difficulties such as totally unfamiliar words and complex sentence structures. With more advanced books, using vocabulary and expressions with which they are not familiar, their speed and fluency will naturally be less.

This last point is an obvious one but it has implications for the teaching of silent reading which in a longer article it would have been worth while to discuss more fully. It would suffice to say here that silent reading is something which *should be taught.* Good fluent silent reading for understanding will not just come about of its own accord without direction and careful control of the reading situation by the teacher. It is for him to see that the children are given the right opportunities, the proper exercises and the carefully graded reading material necessary to develop good reading habits and become mature, efficient readers.

F. J. Schonell
and
J. A. Richardson

THE TEACHING OF HOME SCIENCE IN INDIA

THE importance of Home Science in the education of women can hardly be exaggerated. From infancy through nursery school, kindergarten, primary, middle, secondary school, college, and at the adult level, there is need and scope for Home Science education. Extension work in Home Science is also being organised by the Centre and the State Governments to serve the needs of rural home makers.

History of Home Science Education

The foundation for Home Science Education was first laid in the years 1899-1908 by Dr. Ellen H. Richards and her colleagues when they met for the famous historical "Lake Placid Conference" in the U. S. A. Their meetings led to the formation of the American Home Economics Association. Those early pioneers recognised the importance of 'Household Arts' in home living and succeeded in introducing the study of 'Home Making' into general education.

In India, the All-India Women's Conference realised as early as in 1927, the vital need of Home Science in Women's education. As a result of their persistent efforts, the Lady Irwin College, New Delhi was founded in 1932 to offer Home Science Courses. Madras was the first University to offer Home Science at the B.Sc. Degree level. Several other universities have now included it in their curriculum. Home Science is also taught at many High schools for girls in the country.

As the introduction of Home Science into schools and colleges increased, the need for an Association in Home Science through which standards and criteria could be achieved, education and research encouraged and conferences for thrashing out problems in Home Science Education held, was felt. The Home Science Association of India was established in September 1952 following the first All-India Home Science Conference held at Baroda in 1951.

From a small beginning in 1932, Home Science today has come to occupy a prominent place in several colleges, schools and Extension Services. This raises many questions. What is Home Science ? What are its scope and functions ? How is it taught in India ? What will be the contribution of Home Science to Indian homes and society ?

What is Home Science ?

Home Science is education for living. It may be defined as the study of everything that pertains to the home and the family. It is the application of many sciences and arts to daily living in the processes of spiritual growth, development of character and personality, health, human relations, management of resources, the upbringing of children, feeding the family, making garments, housing, care of the sick and appreciation of art. In order to understand these, Home Science has to have a strong foundation in basic sciences, social sciences, humanities, psychology, literature and the fine arts.

Home Science is often conceived of as limited only to cooking, sewing and similar activities in the home and, therefore, meant only for intellectually backward girls. This misconception has perhaps arisen from the inadequacies in the curricula followed in some institutions and the manner in which they are taught. However, a brief glance at the

nature, scope and functions of Home Science will remove this misunderstanding.

The home in India has been the source of the nation's strength from ancient times. It reflects the spiritual, moral and economic standards of life. Children, our future citizens, receive their most important and lasting lessons from the mother, who symbolises the home. The mother nurtures the physical, spiritual and cultural development of the members of the home. The home stands for all the noblest aspirations in human life—happiness, security, affection and spirituality. Therefore, Home Science which is education for effective living within the home is a necessity for all.

The art of home-making is not new to India. Indian mothers and wives have maintained the sacred ideals of the home and made it a stable factor in society through the centuries. Home Science seeks to enrich this heritage by providing a knowledge of modern science for application to the home. It interprets the best in our culture, art and philosophy in terms of modern educational and scientific discoveries evolving a new design for home-living. It develops leadership, and teaches the responsibilities of intelligent citizenship, and gives an insight into the wide range of community problems, in food, clothing, health, shelter, economics and education. It enhances the home-makers' contributions towards building a stronger India and bringing up the future citizens of the country.

Home Science in School

The modern Nursery school and Kindergarten activities such as eating, clothing, washing, cleaning, playing together, are the first steps towards understanding Home Science. Through organised group practices, children appreciate and learn the art of living. In Elementary schools, Home Science is taught as part of general science, physiology, hygiene, and civics.

Departments of Education in many States make provision for Home Science at the Secondary school level. Curricula have also been developed to cover periods of one, two, three or four years of the Secondary stage. On a study of these curricula, however, it appears that those responsible for prescribing these courses need to understand more fully the nature and philosophy of Home Science. The Secondary Education Commission have rightly stressed that "for girls—as well as for boys—education needs to be more closely connected with the home and the community. It should be less bookish in the narrow sense of the word and more practical and should explore the possibility of training the mind through the hands. It should do much more to prepare them for the part they will have to play later as parents and as citizens, i. e., the claims of family life should be considered as important as those of public life. For this reason, it was urged that the teaching of Home Science in girls' schools (and wherever possible, for girls attending boys' schools) should be radically improved, not necessarily with the idea that a woman's place is restricted to the home, but because it is essential that she should be educated to fulfil her two-fold duty to family and society."

Following the recommendations of the Secondary Education Commission, the Government of India have introduced Home Science into Multipurpose schools. They have also worked out, through an expert committee, the broad outlines for a three-year curriculum to be followed in Home Science in Multipurpose schools. In these schools Home Science can be taken with science, humanities or the arts or entirely as an optional group.

In Basic education, ample provision has been made for activities through which childern learn Home Science through doing. Education is preparation for living, and appreciation for the processes of living has to be included through properly selected experiences. The philosophy and principles of Basic edu-

cation give tremendous scope for the effective teaching of Home Science. Through the medium of actual participation in feeding, clothing, cleaning, looking after the family, entertaining, praying and beautifying a place the pupils acquire the fundamental knowledge essential for happy, harmonious home living.

Home Science at College

The content and scope of Home Science offered by the universities vary from a few courses of two years' duration to a variety of courses covering a four-year programme leading to a Bachelor's Degree either in Arts or in Science. Home Science Colleges that are attached to the Faculties of Science, as in Madras and Delhi, place a major emphasis on basic sciences and their inclusion in the curriculum. Those that are attached to the Faculties of Arts, as in Mysore, Banaras and Nagpur, pay more attention to the humanities and other related arts. The College of Home Science at the Baroda University has been accorded the status of a Faculty.

The curricula in Home Science in the college programmes also vary according to the place allotted to Home Science in the scheme of examinations. For instance, Home Science in several colleges is one of the optional subjects or may be offered in place of a group of optional subjects, both at the Intermediate and the Degree levels. At the Intermediate level, the Home Science curriculum is comparable to the optional groups in science or history subjects.

Only a few colleges offer Home Science at the Degree level. Even in these colleges, a student can be admitted to the Degree Course in Home Science without having had Home Science at the Intermediate. Five colleges of Education provide Home Science as a special subject for methods of teaching. Only recently programmes for Master's Degrees in Home Science in fields like Nutrition, Child Development and Education have been introduced into the Universities of Baroda, Delhi and Madras.

Home Science in Extension Service

The need for carrying the knowledge obtained at educational institutions and laboratories into the fields, farms and homes of the community has been recognised by many countries. Extension schemes through which workers are trained in the subject matter and techniques of extension work, are now in operation in several parts of the country. The Ministry of Food and Agriculture, Government of India, through its Directorate of Extension and Training, has recently established a Home Science Department for training women workers in Home Science Extension, otherwise called. *Gram Sevikas* in Community Development Blocks. A one-year course comprising the practical aspects of Home Science and Extension Methods has been worked out for teaching the *Gram Sevikas* who are recruited from the villages and will go back to the villages after completing the one-year training. It is hoped that when these *Gram Sevikas* live and work in the villages, they will be able to influence rural homes through their own examples. Through organised extension activities, knowledge which has so far remained sacred within the portals of educational institutions will be taken into the home and community. The community in turn will give directives to the laboratories, through the *Gram Sevikas* to the type of research required to meet their demands. Thus the hitherto neglected homes of our villages will now find a chain of village workers trained in the essentials of Home Science, to live and share with them the advantages of modern science.

Problems and Possible Remedies

While it is a happy sign that Home Science education is becoming more and more available to girls and women, there are many shortcomings that have to be overcome in order to make it useful and functional. First, a Home Science philo-

sophy has to be evolved with an Indian background and it has to be interpreted in terms of India's culture, heritage and genius. This philosophy should also indicate that the purpose of Home Science is 'Abundant Living', which means satisfying personal, family and community life—abundant living aimed at high thinking and simple living and freedom to defy the forces leading to the complication of life through the perpetuation of useless traditions, conformity to fashions and accumulation of material things; and freedom to release one's energy in the fullest spiritual expression.

On the basis of this philosophy of Home Science, the next step would be to provide appropriate curricula, suitable literature, equipment, teaching aids, laboratories and other facilities. The diversities of culture and custom in various parts of our country compel each State to evolve its own curricula and bring out relevant publications and teaching materials. Textbooks produced in other countries will have to be suitably adapted for use in our country. Laboratories for scientific dissemination of knowledge will have to be built and furnished in such a way as to be placed within our economic resources and standards of life. The attitude of self-confidence and scientific curiosity will have to be inculcated into our students.

In this task we have today, the assistance of some foreign experts whose services, which are available for only a limited time, must be utilised nor for items of work which should be the concern of the Indian personnel, but for such items as interpretation of syllabuses, methodology of teaching, techniques of research, in fine, developing a scientific approach to problems.

The growth of Home Science in India has been impeded by the dearth of suitably trained teachers. Today, we have many schools and colleges coming forward to offer Home Science, but only very few have the right type of teacher. Therefore, our effort must concentrate upon obtaining facilities for teacher-training. More institutions have to be opened in order to enable students who graduate from Home Science colleges to complete their training for teaching. Owing to the limited facilities for post-graduate work in certain aspects of Home Science, it is advisable for some time to send experienced teachers abroad for specialisation in those fields.

There should also be adequate provision for research in Home Science to cater for modern needs. Investigations on the most suitable methods of cooking and preserving food, of clothing children and adults, of washing and taking care of clothes, of housing and household comforts within our reach, of child guidance and research in cottage industries and socio-economic conditions etc. have to be made. How to derive the maximum benefit from the minimum resources, how to conserve food values and combat malnutrition, how to appreciate and express art without increasing the cost and how to effect the desirable changes in home life without offending sentiment or losing the basis of our ancient heritage, are but a few of the numerous problems to be explored.

We often hear of criticism directed against Home Science—as it is taught in India—that it is artificial, highly theoretical, costly and therefore above our conditions. The institutions now offering Home Science must face this challenge and prove that knowledge of Home Science will certainly make a difference in securing economy, beauty, contentment and happiness in the Indian home.

Today, living in a world of changes and confusion we are in need of an education that will strengthen our democracy. The impact of modern civilisation, scientific advances and international relationships has caused radical changes in home life. Family systems and village communities are undergoing great upheavals. Increasing facilities for education,

health, transport, communications and food distribution have created the need for certain adjustments in family life. The privileges and opportunities that are now open to Indian women also emphasise the need to give them the right type of education, an education that will strengthen their position as mothers, as bearers of culture and as members of the community. Home Science education is aimed at meeting these needs.

Rajammal P. Devadas

THE IDEAL TEACHER

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only lead their minds : he cannot quicken them. Truth not only must inform but also must inspire. If the inspiration dies out and the information only accumulates, then truth loses its infinity. The greater part of our learning in the schools has been a waste because, for most of our teachers, their subjects are like dead specimens of once living things with which they have a learned acquaintance, but no communication of life and love.

Rabindranath Tagore

EDUCATION Today

The 30th Session of the All-India Educational Conference, attended by more than 3000 delegates from all over the country, was held at Delhi from the 28th—31st December, 1955.

All-India Educational Conference

Inaugurating the Conference in a tastefully decorated 'shamiana' in the Arts Faculty of the Delhi University, the President Dr. Rajendra Prasad said that to lessen over-crowding and to raise standards in colleges and universities a test for weeding out those unfit for Higher education, should be instituted.

In his presidential address, Professor Humayun Kabir regretfully observed that "the importance of education is not always fully recognised in our country". Proceeding, he said, "Even after all allowances are made, we have to admit that education does not receive in India the first, the second or even the third place in the order of priorities."

Referring to the criticism of the educational system, Professor Kabir said that wholesale and sweeping condemnation served no purpose at all; on the contrary, it harmed the community. He admitted that there were defects in the system but added, "Everyone who has the interest of the country at heart should devote himself to making effective suggestions for eradicating the weaknesses and strengthening the values which both undoubtedly exist".

For the reorientation and improvement of education in India, Prof. Kabir suggested three measures. These, he said, were improvement in the quality of teachers, ensuring equal educational opportunities for all and provision of proper physical amenities in schools and colleges, "They should receive the highest priority." he said, "in all proposals for educational reconstruction or expansion."

In conclusion, Prof. Kabir declared that education in India must create the spirit of democracy, scientific enquiry and philosophic toleration.

After the inaugural session, the Conference divided into 17 sections ranging from the nursery to the university stages of education.

* * *

An International Seminar on Audio-Visual Aids to Education organised jointly by the Governments of India and Australia, under the Colombo Plan of Technical Assistance, was held recently at Lucknow.

Audio-Visual Education

Eighteen delegates from South and South-East Asian countries—Indonesia, Thailand. North Borneo, Federation of Malaya, Singapore, Philippines, Burma, Ceylon and Pakistan—and 24 delegates from the various States of India, including Jammu and Kashmir, met under the guidance of a panel of seven experts—four

Australians and three Indians—to learn from one another what each was doing or trying to do and to deliberate how best they could produce inexpensive Audio-Visual aids by exploiting their local resources. Mr. Newman Rosenthal, Director of Visual Aids at the University of Melbourne, Australia, was Director of the Seminar that was inaugurated by the Minister of Education, Uttar Pradesh.

The programme of the Seminar that lasted for 24 days, consisted of lectures by experts, group-discussions, workshop practice and field work. Some local institutions arranged cultural and recreational activities, informal gatherings and visits for the entertainment of delegates. The follow-up programme is expected to yield the desired results in reorientating methods of teaching.

*

An associate of the British Film Institute (almost since its inception in 1933-34) and biographer of the Russian film producer Eisenstein, Miss Marie Seton, on a lecture-tour of India, by invitation of the Ministry of Education, held seminars on the various aspects of the film in the major cities of the country. At Delhi, the seminar, held from 5-10 December, 1955, consisted of discussions on the following subjects : Film Appreciation, the Four Directors, the Art Film, the Life and Work of Sergei Eisenstein, Drawings that Walk and Talk and the Documentary Film.

The discussions were informative on the history of the cinema from the day of the silent film and illuminated the theoretical and practical contribution of men of genius to the varied aspects of the cinema. The talks were illustrated with extracts from important films produced since 1920 in Australia, Canada, Czechoslovakia, France, Germany, Great Britain, Italy, Japan, the Soviet Union and the United States of America. Some of them were seen for the first time in India.

The Ministry of Education has purchased many of the films shown at the Seminar,—among them is "Time in the Sun" by Marie Seton, produced and edited from Eisenstein's unfinished Mexican film, "The Living History of Mexico".

*   *   *

Basic Education

With a view to bringing teachers, trained in the traditional methods of teaching, to a par with those trained in the Basic system of education, a three-month reorientation course was organised recently at the Teachers Training Institute, *Ajmer*. With this measure, every converted Basic school in the State has now at least two teachers who are conversant with the Basic system of education.

Such courses, it is hoped, will form a regular feature of the State.

*

The introduction of Basic education, conversion of all existing schools into Basic ones and the adoption of Hindi in Devanagari script as the regional language of the Andamans, are some of the main recommendations of the Andaman Education Committee.

The Committee, which was set up by the Government of India under the Chairmanship of Mr. A.N. Basu, Principal, Central Institute of Education, Delhi, submitted its report to the Government recently.

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During the quarter under review, 27 Primary schools in *Madhya Bharat* were converted into Basic schools. Besides, Basic Education Camps were organised in all the districts of the State under the guidance of the concerned Assistant Inspector of Schools. Teachers of Primary and Middle schools received training at these camps.

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The Government of *Madhya Pradesh* have decided to convert 1,000 Primary schools in the State into Basic Primary schools. To this end, the Government are paying grants to the *Janapad Sabhas* that run a large number of Primary schools in the State. The grants will be used for the purchase of equipment required for Basic education.

Besides, the *Janapad Sabhas* have shown their willingness to absorb all the trainees who have come out of the Pre-Primary Montessori Training institutes at Nagpur and Jabalpur.

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The Government of *Saurashtra* have sanctioned Rs. 14,85,668 for the expansion of Basic education in the State. The amount is to be spent on the conversion of the existing 1,400 schools into Basic schools; introduction of crafts into 200 schools; opening of two new Basic schools and the training of 100 craft teachers.

*

The Government of *West Bengal* sanctioned a grant of Rs. 1,29.306 for the improvement of 68 Primary schools and their gradual conversion into Basic schools in the three Community Development Blocks at Sonamukhi, Dinhate and Habra.

In addition, the Government sanctioned the opening of nine Junior Basic schools in urban areas, 19 pre-Basic Nursery schools and seven Senior Basic-*cum*-Junior Technical schools.

* * *

Convocations.

At the thirty-third annual convocation of Delhi University, an honorary degree of Doctor of Letters 'Honoris causa' was conferred by the Vice-President, Dr. Radhakrishnan, Chancellor of Delhi University, on Canon Charles Raven, Regius Professor Emeritus of Divinity at the University of Cambridge, former Master of Christ's College and former Vice-Chancellor of Cambridge University.

Addressing the convocation, Mr. C. Rajagopalachari called upon graduates to enter the world armed with the Gandhian principles of courage, love and fearlessness, so as to establish a world order devoid of fear, suspicion and hatred.

*

At a special convocation of the Delhi University on Saturday, December 17, 1955, Dr. S. Radhakrishnan, conferring the degree of the Doctor of Laws 'honoris causa' on Dr. Grayson Louis Kirk, President of Columbia University, said that in honouring Dr. Kirk, "we were reaffirming the universality of the "republic of letters."

Speaking on the occasion, Dr. Kirk said that the function of a University was not only to disseminate knowledge but to serve the conscience of mankind...... Universities, he said, had to fight ignorance, prejudice and other tendencies that sought to antagonise man against man.

* * *

Educational Exhibitions.

At the thirtieth session of the All-India Educational Conference, an All-India Educational Exhibition was held at Delhi from 27 — 31 December, 1955. The inaugural ceremony was performed by Dr. K. L. Shrimali, the Union Deputy Minister for Education, before a distinguished gathering consisting of delegates to the Conference, educationists and administrators.

In his inaugural address, Dr. Shrimali observed that to maintain a balance between the intellectual and emotional education of the people, art education was necessary, the more so, at a time when educational

values were changing because of developments in science and technology. Referring to school exhibitions, Dr. Shrimali said that such exhibitions stimulated interest in students, gave an *idea* of the latest developments in educational methods to teachers and convinced the public of the value of new methods of teaching.

Spread out over a large area, the exhibition covered a wide range. There were tastefully decorated sections on Nursery, Primary, Basic, Secondary (Public Schools), and Adult and Social education. A section was devoted to the first Five-Year Plan and another to educational books including those published by the Central Ministry of Education.

Dolls, toys and clay-models were attractively arranged by the Happy schools to illustrate how to combine the education of toddlers with play. Interesting methods of imparting Social education to adults by means of posters and stories were graphically displayed in the Adult Education Section. The Basic Section put on view 'durries,' bed covers and toys produced by children between the ages of 6 and 11. The Public Schools were by far the most remarkable for the number and variety of their exhibits. By the attractive display of paintings, models and fine handicrafts they became a centre of attraction.

*

Children's books from several foreign countries were on display at the Children's Book Exhibition held at the Central Institute of Education, Delhi, from 14th to 16th January, 1956.

Organised by the Extension Service of the C. I. E. for the teachers, the exhibition was a fine example of what could be achieved with the cooperation of the foreign embassies and legations at Delhi.

Informative for both teachers and laymen on the type and quality of books available for children in other countries, the Exhibition had much to offer in ideas to the publisher, the artist, the writer and perhaps even the book agent, looking for material for the adolescent child.

It was clear that the quality of production of children's books of countries like Hungary, Finland, Czechoslovakia, Yogoslavia, Switzerland and Sweden, far surpassed that of India or Asia. China was the only other Asiatic country represented. Bound in colourful hard cardboard, Chinese books consisted of four or five pages of homogeneous material gaily illustrating life in China. India's contribution of children's books were the well-known nursery-rhymes published by Shishu Sansad, and printed by Saraswati Press, Calcutta. The absence of good books for the adolescent by Indian publishers was regrettably noticed.

Some of the beautifully worded and illustrated foreign books that would enrich any English-speaking child's library, were : "A Book About God" and "The Pet of the Net"—both from the U. S. A. ; "You and the United Nations" and "A Garden we Planted Together" published by the United Nations.

For the more serious reader of Science, a dream comes true in three books from the United Kingdom : "Adventure of the World" by James Fisher, "By Space Ship to Moon" by Jack Coggins and Fletcher Pratt, and "How Time is Measured".

* * *

Extension Services in Training Colleges

The Department of Extension Service attached to the Institute of Education, Delhi, started its work in the month of September, 1955. To start with, an Advisory Board was constituted and the various experts in the field of Secondary education in Delhi were adequately represented. Although the Institute set up a department for this purpose only recently, activities calculated to increase

the efficiency of teachers in Secondary schools were being organised at the Institute for a number of years. These activities included regular orientation courses for teachers in service, study circles and subject-teachers' associations.

The newly created department is trying to coordinate all such activities and explore fresh ground. An important feature of these activities is a regular meeting of the Principals every month. The practice in holding these meetings is that one of the Principals of the participating schools invites the group to his own school. The date of the meeting is also fixed i.e. first Saturday of every month. These meetings of the Principals provide an opportunity for the department to know the problems of schools and the various suggestions made at the meeting are taken up for further study.

The department has also organised week-end seminars on subjects like general science, class libraries, student self-government etc. In January this year the department undertook an interesting project "Beautifying the school" with the object of encouraging school children, with the help of their teachers, to beautify their own classrooms and various parts of the school building with inexpensive material prepared by the students themselves. In the same month, two long-term courses—one in the teaching of Hindi and the other in Educational Guidance-were also started by the department.

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During the period under review, "Social Studies" attracted the attention of the Extension Services of some of the Training colleges in the country. St. Christopher's Training College, Madras, Government Teachers Training College, Kurnool ; Vidya Bhawan Teachers' College, Udaipur ; the Secondary Training College and the St. Xavier's Institute of Education, Bombay are the five colleges that undertook the project by instituting courses, organising exhibitions, holding seminars and discussions on Social Studies.

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The newly-opened Department of Extension Service of the Institute of Education for Women, Calcutta, started its work in right earnest. The Extension staff initiated the programme of school visits, surveying the conditions in schools and the difficulties of teachers, with the help of a questionnaire on general aspects of Secondary education and another on the teaching of English. A number of schools showed great interest in the work of the Extension Service and asked for advice on subjects, such as, guidance, improvement of teaching and the examination system.

* * *

Primary Education

During the quarter, 88 new Primary schools were opened in *Bhopal* State and 727 teachers were appointed under the Scheme to relieve educated unemployment.

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Taking advantage of the Central Government's sanction of 14,000 teachers for the year 1955-56, the Government of *Bombay* introduced compulsory education in 2,498 areas having a population of 1,000 and over for children in the age-range seven to eight. The scheme of compulsion will be extended year by year to cover the range of seven to eleven years.

In addition, the Government also covered almost all the villages with a population of 500 and over by opening either new schools or group schools serving a group of villages round about a centrally situated village. As a result of this measure, the Government have been able to provide schools or schooling facilities in as many as 31,000 villages out of a total of 34,000 thus leaving only nine per cent of the total number of villages without any schooling facilities.

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During the quarter under report, 118 new Primary schools were opened in

Madhya Bharat, under the scheme to relieve educated unemployment. This brings the total number of such schools opened in the State during the academic year to 304.

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The Nagpur Corporation implemented the scheme of compulsory Primary education in all the wards of the city of Nagpur that has a population of about five lakhs.

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The Government of *Saurashtra* have sanctioned Rs. 75,787 towards the construction of nine school buildings in different parts of the State. An equal amount was raised by private donations for the purpose.

* * *

The Government have also sanctioned Rs. 40,00,000 for the construction of about 1,000 new Primary school buildings and about 498 additional classrooms.

Role of Public Schools

The importance of Public Schools in national education and their role in developing an Indian outlook in the students who study at them was stressed by Syed Ashfaque Husain, Joint Secretary, Union Ministry of Education, in his Presidential Address at the Public Schools and Residential Schools Section of the All-India Educational Conference, held recently at Delhi.

Public Schools, Mr. Ashfaque Husain said, were essentially national not parochial or even regional, institutions, Apart from the education and training they impart, he said, their special value was their all-India character and their contribution to the development of the spirit of national unity among children at a young age.

Stressing the need for the retention of Public Schools, he pleaded strongly for throwing the doors of these schools wide open not only in principle but in fact, to children of all classes.

Mr. Ashfaque Husain also referred to the question of the medium of instruction in Public Schools and urged the adoption of Hindi as the medium.

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Secondary Education

"Secondary education" came in for thorough examination at the All-India Educational Conference held at *Delhi* from December 27 to 31, 1955.

One of its resolutions agreed with the "soundness" of the recommendations of the Secondary Education Commission on the conversion of Secondary schools into Higher Secondary schools and the introduction of multipurpose schools. But it urged the Union and State Governments to "hasten slowly" through the proposed scheme of Higher Secondary schools and the three-year degree course, taking into consideration the financial implications at State levels.

The Conference was of the opinion that in the remodelling of the existing structural patterns of Secondary education in different States on the lines of the recommendations of the Mudaliar Commission, restriction of facilities for Secondary education, demotion of existing educational institutions, retrenchment of staff and unemployment of teachers should be avoided. The views of educationists and teachers' organisations should be given due weight in implementing the scheme.

Regarding the service conditions of teachers in Secondary schools the Conference demanded that the triple benefit scheme of provident fund-*cum*-insurance-*cum*-pension as recommended by the Mudaliar Commission should be introduced all over India from April 1, 1956 and funds made available for the purpose to the States by the Union Government. The constitution of Arbitration Boards in the States to ensure security of service was also stressed by the delegates,

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The abolition of English as a compulsory subject in Secondary schools and its inclusion in optional and additional group of subjects to be studied for the Matriculation Examination has been recommended by the committee on Reorganisation of Secondary Education in *Madhya Bharat*.

The committee that submitted its 40 page report to the State's Board of Secondary Education recently, also recognised manual work as one of the most important means of education at the Secondary stage.

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The Government of *Saurashtra* have sanctioned a sum of Rs. 34,34,000 for the improvement of Secondary education in the State. The amount is to be spent on the introduction of new courses, improvement of school libraries, provision of more facilities and improvement of teaching in a number of High schools in the State.

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A number of important steps towards the improvement and reorganisation of Secondary education in the State were taken by the Government of *West Bengal* during the quarter. These included the conversion of 60 schools into Multi-purpose schools; improvement of Science teaching in 15 High schools; improvement of teaching in High schools; improvement of school libraries in 80 High schools and introduction of craft teaching in 95 Junior High schools.

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The Third Annual Secondary Education Workshop sponsored by the United States Educational Foundation in India in collaboration with the Government of *West Bengal* was held recently at the David Hare Training College, Calcutta. The Foundation arranged for four specialists, three Americans and one Indian, to conduct the course. Altogether 43 teachers from Secondary schools drawn from West Bengal, Assam, Bihar and Orissa participated in the Workshop. The Government of West Bengal sanctioned a sum of Rs. 1,500/- to meet contingent expenditure in connection with the Workshop.

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Social Education

The 12th session of the All-India Adult Education Conference, held recently at *Delhi*, adopted a few significant resolutions. It emphasised the importance of utilising the voluntary agencies for Social education and suggested the setting up of autonomous Boards wherever necessary, to function as Central agencies. It recommended that the Indian Adult Education Association should appoint a Committee to study the working of Social education programmes in the development areas and submit a report to the next conference. For Social education in the areas which are not so far covered by Community Projects or National Extension Service Blocks, the Conference was of the opinion that adequate provision should be made in the Second Five-Year Plan.

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During the quarter under report, 13 Adult literacy classes were opened in *Coorg*. About 300 illiterate adults were admitted into these classes.

Besides, 44 film shows were arranged in the rural areas of the State. Twelve recreation centres also started functioning during the same priod.

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During the year 1955-56, 20 new Social Education Centres were opened in *Madhya Bharat* thereby bringing the total of such centres opened so far to 146. Besides, the target of opening 100 reading rooms and libraries was achieved during the period under review.

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Youth Hostels Association

The Youth Hostels Association is a world body representing over 4000 hostels in various parts of the world. The Indian Branch of this movement started

in 1949 in Mysore with the help of the Mysore University. This was the nucleus round which the Association developed its activities. Soon other Universities joined the Association. Institutions and individuals offered their premises for use as Youth Hostels. The Indian Association secured affiliation to the International Youth Hostels Federation, thus earning for its members the privilege of using foreign as well as Indian Hostels.

The State Governments are now constructing new Youth Hostels. Sister movements like the Y. M. C. A., the Bharat Scouts and Guides and the Rotary Club have offered their premises for use as Youth Hostels. Youth Hostels include buildings in hill stations like Simla, Darjeeling and Naini Tal, in cities like Bombay, Calcutta and Delhi, in educational and cultural centres like Sevagram, Shantiniketan and Rishikesh.

In addition to the use of these hostels, members of the Indian Youth Hostel Association enjoy the right to use at nominal charges not exceeding As. -/8/- a night dak bungalows, forest lodges and rest houses in certain States.

The Union Ministry of Education has lent the movement its whole-hearted support. Philanthrophic bodies like the Sir Dorabjee Tata Trust have come to the help of the Association in crisis. Plans are now afoot to open Youth Hostels in other centres including places of historic interest, architectural or scenic beauty and industrial advance. In time the Association should be able to build up a closely-knit chain of Youth Hostels that will cover the whole country.

The first Handbook of the Indian Youth Hostels Association listed 47 hostels. The second edition listed 85. The third edition, now under print, lists 102.

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Unesco Body Meets

The admission of the People's Republic of China to Unesco; study of the doctrine of Panch Shila in its application to the problem of promoting international peace; creation of a special international fund for the development of education, science and culture in underdeveloped areas; production of literature for neo-literates and mutual appreciation of Eastern and Western cultural values were some of the recommendations made by the Second Conference of the Indian National Commission for Cooperation with Unesco held on February 6 and 7 at New Delhi.

Earlier, Maulana Azad in his presidential address to the Conference suggested that there should be a permanent fund for the translation and publication of works of art to which all countries might be invited to contribute.

Welcoming the delegates and members, Mr. K. G. Saiyidain felt that the Unesco budget was inadequate to meet the needs of the various activities and and hoped that it would be increased in future.

Dr. Malcolm Adiseshaya, Assistant Director-General of Unesco, after referring to the excellent leadership provided by India for the work of Unesco, explained the budgetary position and said it was proposed to allot 21.6 million dollars which would be a million dollars more than for 1955-56.

Dr. N. S. Junankar, Secretary, Indian National Commission for Cooperation with Unesco, presented his report on the work of the Commission.

Mrs. Sophia Wadia proposed a vote of thanks.

THE FOREIGN SCENE

Aerial lesson in Geography

Pupils of an Elementary school near Paris recently had their first aerial geography lesson. The experiment was made on the initiative of their geography teacher and had the cooperation of the French Air Ministry and a flying club. The teacher first prepared his class and each pupil drew a plan of

the flight. They then set out in three aircraft and flew over the Paris area. For all but two, it was their first flight, and their first chance to learn geography from a new angle.

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Bookmobile in Sweden

From Sweden comes the news of the huge success of a new "book bus" system that covers the country's far north. The "book bus" sets off each month on a 90 mile trip through the small Lapp communities scattered amidst lakes and mountains. It distributes books on many topics, including novels by Lapp authors and popular children's books. During each trip approximately 200 books are borrowed. A special Youth section has proved very popular with the children.

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British Summer Schools—1956

A number of British Universities have combined since 1948 to organise annually a special programme of Summer Schools. For 1956, four Summer Schools are offered under a joint programme at Oxford, Stratford-On-Avon, London and Edinburgh.

The programme offers a choice of subjects and periods that may appropriately be studied at the Universities concerned. At Stratford-On-Avon the Summer School will be on Shakespeare and Elizabethan drama ; at Oxford the subject will be literature, politics and art in the seventeenth-century England ; at London it will be literature and art from the mid-eighteenth to the mid-nineteenth centuries, including the intellectual background to the Romantic Movement. The theme of the Edinburgh School, arranged jointly by the Scottish Universities, will be the European inheritance, with the opportunity of making a special study of history, literature or philosophy.

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Dutch Schoolchildren Make Map For Blind Pupils

An electrically-operated relief map of Europe for use by blind pupils has been made by young members of the Dutch Junior Red Cross at a Primary school in Delft, Holland. The map, in simple relief, enables the blind children to learn the topography of the European continent by touch. When they indicate the correct location of a city, or another geographical feature, a buzzer sounds. The names of places are written in Braille. The Delft school children constructed the map in their school workshop as a special gift for the pupils of the Bartimeus Institute for the Blind in Zeist.

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East-West Exchanges

Historians and Orientalists studied ways to broaden the teaching of the humanities when they met recently at Unesco House in Paris. They discussed how to give greater attention to Oriental civilizations in Western teaching, and also how to improve the study of European humanities in Asian schools. Representatives from the major universities of 13 countries—Ceylon, Denmark, Egypt, England, France, Germany, India, Iran, Italy, Japan, Mexico, Pakistan and the United States—attended the meeting.

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Ideal Classroom

One of the most interesting classrooms ever designed is now travelling round the United States under the sponsorship of the National Education Association and New York University. It is a scale model of a full 30-by-50-foot room developed at New York University. It incorporates materials and equipment needed for present-day teaching with particular emphasis on audio-visual training.

Housed in a trailer where it can be viewed from every angle by school administrators, board members, parents,

teachers and citizens, the "Ideal classroom" promises to incite renewed interest in ways of improving instructions. The classroom is equipped with such innovations as magnetized bulletin boards and illuminated glass globes on which children can draw their own conceptions of the earth's surface.

* * *

International House Queensland

The project to provide an International House at the University of Queensland, Australia, in addition to the one being built at the University of Melbourne, is now well under way. The International House will have the full status of a University residential college. The College will, at first, cater for 30 to 40 students, half of whom will be Asians and other Australians. Launched by the Brisbane Rotary Club, this project would set a practical example of friendship between Asia and Australia.

This International House—although it will not accommodate all visiting students—it is hoped, will provide an opportunity for Asians and Australians to live side by side, learning each others' cultures, aspirations, and ways of life.

* * *

International Library Card

Unesco is studying the possibility of issuing an International Library Card which would give holders access to University and Research libraries in all countries participating in the scheme. Card holders would be able to consult books, periodicals, special collections, microfilms etc., without having to obtain prior permission from the libraries concerned.

* * *

Largest College Scholarship Programme.

With an initial grant of $ 20,000,000 from the Ford Foundation and $ 500,000 from the Carnegie Corporation a largest college scholarship programme in the history of American education has been launched. It will be operated through a new organisation known as the National Merit Scholarship Corporation.

The programme is designed to make an annual nation-wide search of talented young boys and girls in High schools and make it possible for them to go to college regardless of their financial needs. The selection of the winners will involve a scholarship competition in which all of the 25,000 High schools in the country, public and private, will participate.

* * *

More Children's Books in 1956

Publishing houses in China are expected to print a total of 72 million books for children this year. This is an increase of one-fifth over the last year. One thousand one hundred and fifty new titles are included.

Among the books will be novels, poems, plays, folk and fairy tales, science and adventure stories, by both Chinese and foreign authors. There will also be large quantities of picture-story books.

The New Democratic Youth League of China is preparing to set up a new children's publishing house.

* * *

National Council on Asian Affairs

Sponsored by some of the prominent educators concerned with Asiatic problems, a new organisation has been established in the States. The National Council on Asian Affairs will help the American people get more knowledge and better understanding of Asia.

To start with, the council has outlined a two-point programme for the first year. The first of these is the Teacher Programme. At any one time there is an average of 10,000 Asian students in the United States. Of this

group it is assumed that a certain percentage could be usefully employed for one year in a teacher programme. From those who had completed their studies in the States and shown some adaptability to American life a group will be selected for a year for teaching in the Public Primary and Secondary schools.

The Council's other programme includes the supply of printed material on Asia to meet a great and continuing demand from the schools and other institutions in the country.

The Council also hopes to set up, in the near future, a special service to provide briefing and instruction on life and living conditions in Asia for employees of American companies doing business in Asian countries.

* * *

Plan for Science Teaching

Unesco has issued a set of 156 drawings to enable schools to produce low-cost science teaching laboratories. The laboratory is specially designed for tropical conditions. By using the Unesco plan. a laboratory can be produced at about a third of its market price. The drawings cover equipment needed in Primary and Secondary science teaching, and also in the training of science teachers. They are intended for countries faced with a shortage of science teaching equipment and a lack of foreign exchange to import apparatus, but with craftsmen and vocational schools where the equipment may be manufactured locally at a low cost.

* * *

School Guidance in Australia

Mr. P. D. Sharma, a lecturer on the staff of the Central Institute of Education at Delhi, has recently finished an eight-month visit to Australia, made on a Unesco Fellowship Grant. The main purpose of his visit was to study Australian developments in the field of school guidance. His field of investigation extended to the study of Educational services provided for normal and handicapped children. His observations sum up briefly the position of school guidance as it exists in Australia today.

Guidance services are generally divided into three categories--educational, psychological and vocational—although these categories, far from being mutually exclusive, are very much related. The functions of a psychology and guidance division set up under the various Departments of Education include besides the conducting of allied research, the testing of children at various stages of their school career and advising and placing them in school environments suited to their needs and capacities. Again, vocational guidance, in so far as it is related to educational guidance, is the function of the guidance service under the Department of Education, but for special vocational advice and placement of school leavers the Vocational Guidance Bureau under the State Department of Labour and Industry is responsible. Where one exists, and they are numerous, the Education Department can refer cases to the Commonwealth Employment Service organisation.

In providing special facilities for the education of typical children, some states like New South Wales are doing splendid work by providing various opportunity classes for the backward, the dull and the gifted. Special schools for the mentally subnormal, the physically handicapped or spastics and the provision in the form of occupational centres or the colony developments like those at Janefield in Victoria for ineducables, are examples of a real effort to cope with the problem in all its phases, to let every handicapped child have a place in the sun to be happy and well adjusted in the community.

* * *

School System in Yugoslavia

The school system in Yugoslavia and its post-war expansion have been brought out in a recently published small pamphlet, "Schools and Education in Yugoslavia". Broadly speaking

there are three categories of schools in Yugoslavia—the schools for general education, the Technical schools and the Art Schools. All these categories of schools have recorded a notable growth in the post-war period. While the schools for general education increased from 1,961 in 1938-39 to 14,387 in 1952-53 ; the Technical and Art schools rose from 825 and 31 to 1,068 and 150 respectively during the same period.

Schools for General Education

Schools for general education include eight-year Elementary schools and Secondary schools. After completing four grades of Elementary school, the pupils may enrol themselves into the higher grades of the eight-year Elementary school, or into the lower grades of the Secondary school. Both types of school have the same plans and programmes of instruction and the pupils who complete the eight-year Elementary school or first four grades of the Secondary school, acquire the same qualifications permitting them to resume their studies either in the four higher grades of the Secondary school or in the Secondary Technical or other similar schools.

The eight-year Elementary education, that embraces children from 7 to 15 years of age, is free and compulsory. This is the basis for further schooling as well as for the training of skilled workers.

Technical Schools

Alongside the schools for general education are Lower Technical schools and Secondary Technical schools. The former admit pupils who have completed their Elementary schooling. The task of these schools is to offer pupils, besides general education, technical theoretical training so that in their given trade they might discharge their job as skilled workers. According to the method of practical work these schools are divided into : (a) schools where pupils acquire practical knowledge in workshops especially organised for this purpose ; and (b) schools in which pupils acquire the necessary practical knowledge while working in enterprises and receive theoretical instruction in the school. These schools cater for varying trades and occupations. Instructions in these schools lasts, as a rule, for two or three years and for certain trades for four years.

The task of Secondary technical schools is to train secondary technical personnel for the Yugoslav economy. These are divided into regular technical schools and workers' technical schools. The former admit pupils who have completed lower secondary schools while the latter admit workers of the corresponding trade, if they have previously completed lower secondary school or schools for the general education of workers. These workers' technical schools are of recent growth and offer skilled workers an opportunity of acquiring higher training and the necessary general education.

Art Schools

The third category of schools is the Art schools that include lower music schools, lower ballet schools and secondary schools for music, ballet, drama and applied arts.

The highest art schools are academies whose task is to develop artists who will create their own works or be interpreters, pedagogues and historians, highly qualified actors and producers.

* * *

Training Students in United Nations' work

The United Nations has launched a a new programme for teaching university students about the Organisation's work. Under the plan, some 20 students from 20 countries are to spend a year at the United Nations Headquarters at New York. For six months they will serve as guides in the U. N. Visitors' service. At the end of their training, they will return to their countries to enter careers in the civil service, teaching and journalism.

Audio-Visual Methods in Teaching. Edgar Dale. (Revised ed.) Professional Books in Education. The Dryden Press New York. 1954. pp. 534. $ 6.25.

THIS second edition of *Audio-Visual Methods in Teaching* is a complete and thorough compendium of every type and variety of aid and is thoroughly practical in its descriptions of the utilisation of audio-visual aids. Like all American publications the book tabulates its matter thoroughly, and is magnificently illustrated ; it gives its readers all the visual aid they could need and a greater variety of it than they could have imagined possible. A very useful section is that which approaches audio-visual materials in terms of the different school subjects. Another section on administration very usefully shows the organising and use of audio-visual materials in a large and developed school system as well as in one just embarking on a systematic use of these.

Audio-visual aids are defined comprehensively as "materials that do not depend primarily on reading to convey their meaning": picture, diagram, photograph, model, museum exhibit, film, excursion, visit, recorded word, radio talk, television can all come under this category.

The position of these in modern educational theory has now reached a measure of stability. It is no longer necessary to justify and defend their use. On the other hand, sweeping claims are no longer made by utopians who had sometimes talked as if large-scale mechanical aids would bring about a complete change in education practice.

Today the appreciation of the use and purpose of these aids is much more realistic. It is recognized that reading remains the main mode of intellectual experience; and the main aim of education is to promote the skill of reading and the consequent ability to enlarge experience through the printed word. Moreover no mechanical aid is ever going to oust the teacher. Mechanical aids may be prepared by those who know children ; but only the teacher can know *his* children and how to utilize the aids to serve their individual needs.

This book does full justice to every type of audio-visual aid, elaborate or simple. A simple but common example illustrates this point. How often is a class found learning fractions from a textbook alone, and the teacher does not even think of using the rulers lying on the children's desks to make their understanding of fractions concrete and active. A picture in the book, the illustrations of which are an integral feature of the text, shows a simple and very successful device to illustrate fractions by dividing up paper plates. Paper plates are not so common among us as in the States, but ingenuity will find some substitute if the

teacher is on the look out for concrete applications.

Turning to the skills or tools of education, will audio-visual aids make the dull child bright and the bright child brighter? Undoubtedly the non-academic type of child will be encouraged by more concrete illustrations and experiences, and the intellectual type will be glad of a variety of applications.

There are, however, dangers in the vivid impressions left by audio-visual aids, which only the teacher can guard against. It is true that one can never actually look at an atom, and a model will greatly facilitate understanding of its structure. But the experienced teacher knows how the child is apt to carry away from the model a most deceptive impression of size and solidity that is very difficult to rectify, Or they will seize upon the vivid detail in a radio drama and miss the teaching point that it was to illustrate. It is the classroom teacher, aware of the innumerable possibilities of misunderstanding, who will question, clear up confusions, shift the emphasis where it really belongs, and build up a coherent whole.

The deeper the emotional impact, the greater the danger of suspension of critical faculties. The very persuasiveness of sound and radio may lull these as is so often the case with the commercialized products. The teacher must be very much on guard, *first*, that the material is authentic and unbiased; *next*, that even when it is all this, it has not left an incorrect impression because of the limited background and experience that the child can bring to it.

When considering auditory aids, the book compares the merits and utility of radio and of recordings. On the one hand, the immediacy of radio gives it a greater emotional appeal. Its outstanding handicaps are rigidity of time, one-way communication and what the book terms "one-shot approach", i.e. there is no possibility of a pre-hearing by the teacher to enable him to make the best use of the material. Some of these handicaps can, however, be countered, e.g. by the provision of accessory material for the teacher. The book suggests various methods of activating listening. Key ideas or key questions should be on the black-board before the broadcast, so that the children have an objective before them while they listen. A very useful type of follow-up work is the use of material presented over the radio for composition work, oral or written.

The vividness of the impact of audio-visual aids and the consequent dangers of falsity or crudity in their effect on the child are very evident in the case of the much-discussed "Comics" which are treated here very fully in the section on Visual Symbols under the correct title of Strip Pictures. On this topic the book has some interesting comments or rather assemblage of opinions. "Comics", i.e. the commercial product, are big business. Research revealed that 'in 1951 more than 900,000,000 (nine hundred million) copies were sold of more than forty different titles. Over ninety per cent of children between 8 and 13 years of age regularly read 5 or 6 weeklies; in addition they read nine or more from time to time ....A fourth or more of the magazines read by high school readers are "Comics". Half the adults in some communities read Comic Books regularly.'

We are concerned here not with the effect on character of "crime" comics, but the effect on intellectual habits and particularly on the skill of reading, produced by a diet of strip-drawings accompanied by a few sentences of reading-matter. For the book under review seriously considers the question of the application to education of the "comic strip" or strip-drawing technique: i.e. a story told or matter explained through a series of drawings in sequence, with the minimum explanation in words. The author fortunately does not recommend, as a means of promotion of interest and skill in reading, the "Classical Comics", those travesties of great imaginative works

which claim to simplify and shorten standard English, American and European novels and plays by reducing them to a sequence of strip-drawings. The effect of these is crippling to the imagination and a complete distortion of a creative work. (The reviewer well remembers the shock incurred while discussing the symbolical and tragical significance of Herman Melville's *Moby Dick* with an Honours literature student from College; when a small voice piped up from a much younger brother in the corner of the room—"I have read that book." Remonstrance on the ground that he was incapable of reading it elicited the information that he had "read" it in a "Classical Comic" sent out to him by an elder sister in the United States !)

Should schools use this media as a primary means of promoting the skill of reading? The reviewer's experience is that it kills the habit of real reading in those who might have developed it. Teachers of Junior High School experience, especially in remedial reading classes, are here quoted as saying that poor readers and non-readers profit by starting off at this level. If that is so, one feels that strip pictures may be applied to children's stories written for the purpose; but great master-pieces of imaginative literature should be left untouched; even Children's Classics, like *Alice in Wonderland*, can wait till the child is able to *read* them.

We learn with interest, (on the reviewer's part, with some misgiving), that Governments, Industry, Parent-Teacher Associations and the like, make frequent and large-scale use of the strip-picture sequence medium. It appears that millions of "comic books" were shipped to Korea in 1950 and thereabouts to illustrate the American way of life. Firms such as General Electric, Westinghouse, Goodrich, and General Motors distribute vast numbers of "comic books" where the emphasis is on information conveyed through the strip-picture sequence.

Evidently, the "comic book" has a part to play as a mass-medium, especially as a mode of approach to "new-literates" in a backward society. Is this medium to be used only as a preliminary approach to real reading? Or will the approach itself, as is greatly to be feared, condition and limit the final achievement? Or again is the variation of intellectual ability (which includes reading ability) so considerable that we must perforce be content with the "comic book" or strip-picture-sequence method of giving information to a large proportion of the population, adult or school-going? In other words, how "educable" is an educated democracy? All these questions still need much experiment and research before they can be settled.

M. Choksi

A Dictionary of Theatrical Terms. Wilfred Granville. Andre Deutch Ltd., London 1952. pp. 206 Rs. 11/12- as.

A dictionary of words is a challenge to us to speak and pronounce correctly. Also, dictionaries can be fascinating, as is "Smith's Classical Dictionary" (Greek understood). Dr. William Smith was a writer of dictionaries which he wrote in three grades—for advanced students, for the higher forms, and for young persons. His *Smaller Classical Dictionary*, abridged from a larger work was for young persons, published in 1952. This book has in itself become a classic, greatly valued by older persons. There is a parallel Classical Dictionary of Hindu Mythology and Religion, Geography, History and Literature by John Downson, the fifth edition of which was printed in 1913 and a popular re-issue appeared in 1914. This also, has fascination. Once we plunge into a classical dictionary, and pass from one reference to another, we find it hard to stop reading, and when we do, we must drag ourselves back to ordinary mundane existence of the day that is passing. Then there is Webster's English Dictionary, possibly unsurpassed in magnitude and and meanings by any other dictionary

in the whole world. Its pages number 2250 and it covers every conceivable subject and to those who know what this means it is a holy book. In Granville's Dictionary of Theatrical Terms, I was delighted to find that *Abbey* set the ball rolling of a multitude of words that have reference to the magic thing that is Theatre. The Abbey! An out-and-out theatre man knows that this term stands for the Abbey Theatre, Dublin now famed throughout the world. It was the first Irish National Theatre, founded —or rather, financed-by Miss C. C. F. Horniman, an English woman. It opened in 1904. Herein is implicit *World Theatre.* Among the *W.O.R.* words we have *word-perfect* (to know one's lines) *working script* (prompt copy of a play) *worst night of the theatrical year* (the day before Good Friday—general exodus from London for Easter recess—theatres empty) *write-in*-(to apply for an engagement) of these *W. O. Rs.* only two are of any practical use for amateurs in India, and three for professionals, but no *World Theatre*—a term that should interest both; India, being part of that world. My intention is to spot light words that would be of use to amateurs and professionals in India and now I look up *spot light*........I find only *spotlight-chaser*: "One whose egotistic tendencies make him seek the centre of the stage". For information I add that *spot light* is the reverse of *flood light*, by being directed to one spot only. The well-known term "in the limelight" derives from the spot light that sometimes follows a leading actor or actress in their movements on the stage. I have looked up *flood light* — not there—perhaps this term applies more to the illumination of important buildings on a gala occasion. I find *float-spot* and *floats* as the only words in this *FL* group that refer to lights. *Floats*, stands for footlights. "Originally, these were of wicks that *floated* in a trough of tallow".

The first footlights then, resembled somewhat our Diwali *cherag*—a wick floating in oil. Stage lighting is different from ordinary lighting. Our dictionary says: *Stage lighting* "cannot be adequately treated in a dictionary, although several important terms are listed. "Consult text books." This is not very helpful. I have come to the word *Stage* and there are 39 words that begin with this qualification; such as *stage* etiquette, *stage* gossip, *stage* hand, *stage* Irishman, *stage* makeup, *stage* manager, *stage* parson, *stage* policeman, *stage* props, *stagestruck* —after which comes '*The Stage*' and I am brought up sharp in my search, disagreeing with the assertion in the text that "*The Stage*" is the ACTOR's BIBLE (written in capitals), I deny this. There *is* an "actor's bible". It is not 'The Stage' which is merely a theatrical weekly periodical, accurately described in the dictionary under review as a mine of theatrical information, giving a list of the companies on tour, and several columns of advertisements, including 'Artistes Wanted'. 'Engagements Wanted'; and so on—a mere professional or trade paper. How then could it be the Actor's Bible? No—it is *Shakespeare* that is commonly claimed as the Actor's Bible; and rightly so; for actors in Shakespeare who are steeped in the Bard of Avon; and also for the general ruck of professionals to whom William Shakespeare is a Patron Saint 'The Stage' newspaper is quite out of it, as a bible. Then following '*The Stage*' entry come such terms as *stage trap, stage voice, stage wait, stage whisper*, ending on the word *stagey*, to be followed by *stalls. Stand by*—a warning from the stage director to artistes that the curtain is about to be rung up and that they are to take up their positions on the stage for the opening of the act.

For persons who put on plays, stage commands are essential, as brief and peremptory as possible. There is a remarkable and growing interest everywhere in this country in the acted play. Groups abound that take an intelligent interest in the theatre; far in advance intellectually, than the old Amateur Dramatic Clubs—the very word *Club* reveals their character. The A. D. C. was merely pleasant social diversion. The modern theatre group is also a pleasant diversion

—but something more. And here in this dictionary is a book ready to hand to guide the Theatre Group and enlighten it on matters theatric. The fundamental need of a stage director is a list of stage commands, of which *Stand by* is one, it is the same as the more generally used: *Stage Clear*—when all persons who happen to be on the stage scuttle off to their respective places; and the curtain rings up. The Dictionary of Theatrical Terms under review was first published in 1952. Wilfred Granville, whose work it is, has two other dictionaries to his credit one of *Force's Slang* and the other of *Sea Island Slang of the Twentieth Century*. It is surprising that the theatre should provoke so many terms that a dictionary of them can cover 206 pages———

I have come to the conclusion that, there being so few practical terms and so much theatre slang the book is misnamed; it should have followed its predecessors as a Dictionary of Theatrical Slang, interesting as such, but not very useful for the practical theatre man. This dictionary is not exactly a book to refer to but to browse, in, which is the right way to enjoy dictionaries.

The only way to 'read' a dictionary is to jump from one reference to another, led by the last—particularly in a classical dictionary. Anyway, here is a book to hand that could help the amateur in India. There are of course a few helpful entries and some interesting ones; such, for instance, as *Swan of Avon*: Shakespeare of course. We read that "the sobriquet was coined by his friend Ben Jonson." And we also read that according to Pythagoras, poets on their decease turn into swans. The following entry is *swan song*—"An artiste's last performance, or a writer's last play. A swan is said to sing when about to die."

Among the helpful and suggestive terms, I commend to the practical theatre man the entry upon discipline. Theatre discipline is severe and likened to the discipline that is imperative in the navy or on board a ship. The play, in fact, is as a ship that must be brought safe to port and the captain's word must be law. The ship ploughs the waves through storm and stress as the play ploughs its way through the squalls of human treatment, and through grief, sorrow, and even bereavement. These are to be *played through* since, whatever happens, "the play must go on." Stage discipline engenders the team spirit in which all pull together for the good of the whole, through thick and thin.

In the theatre the audience has its part to play and one of its functions is to demonstrate its appreciation by audible applause, whether by clapping or by laughter and on very rare occasions, by ejaculation; and after the curtain has fallen on the last act of a first night by calls, such as *Bravo*! *Author*! *Speech*! in a deafening tumult of clapping—a thrilling theatre sound.

The actor is sensitive and responsive and he cannot give of his best to an audience that is unintelligent or phlegmatic. An audience responds also by the stillness of rapt attention and this the actor feels and to it, he responds. It sometimes happens that Indian audiences, in theatre slang, "sit upon their hands"—not having had sufficient practice in theatre-going to acquire the behaviour becoming to an audience. It is great audiences that make great plays.

The more books of the kind that is under review, that circulate in theatre circles, the better. At this juncture of the awakening of theatre-sense, we need something against which to try our strength. Criticism is vital to that strength, and so the critical spirit must be cultivated that it may grow into something that is beyond and higher than mere criticism—the spirit of appreciation of what is good, and for it—unstinted applause.

Norah Richards

Behaviour and Misbehaviour : A Teachers' Guide to Action. James L. Hymes Jr. Prentice-Hall, Inc., New York. 1955. pp. 140,

THIS is a fascinating book in the tradition of William James's *Talk to Teachers*. It is a book that every school should order straight away for its library and every teacher read be he young or old inexperienced or experienced.

It is a difficult book to summarize, brimful with ideas, not a few of them highly stimulating. It deals with the difficult problem of discipline, with which every school teacher is confronted, but about which very few are rightly oriented. Thoroughly sane in its treatment of the subject, it views the problem primarily from the point of view of the individual child who is in need of discipline. which means, in other words, in need of understanding, sympathy, guidance and help.

Briefly stated the thesis of the book is that all children need discipline, but there need to be two rather different approaches to this problem, one for stable children, another for unstable children. With more stable children, it is possible to adopt a more direct approach: it is possible to *teach* them discipline. With unstable troubled children the approach has to be remedial.

But it must be remembered that every child is something of a rebel. He is an individual. He "wants.........needs......... *must be a person.* Separate. Distinct. Himself". If you attempt to stamp out individuality and put discipline in its place, you have "a dry, lifeless, dead rot that can generate no force, no power, no service". Children want freedom to find themselves. "Finding himself is a child's one, single, biggest, lifetime task". In this complex society of ours this has become an extremely difficult task ; hence the need for guidance and help from those who can given them.

Teaching discipline to stable, normal children is not very different from teaching them to read or spell or dance or type. They need practice and more practice in doing the right thing. Sometimes they just do not know what is the right thing ; sometimes, although they have been told that something is the right thing to do, they haven't sufficiently appreciated why it should be so. With such children the proper approach to discipline is to teach. "You discuss. You explain. You interpret. You talk. This is the logical approach." It should be the most natural approach for the teacher, who needn't and shouldn't stand children in the corner, or yell at them, or shame them, or use sarcasm, or call them names. The proper function of the teacher, in dealing with most children who are normal, is to "help them see outcomes, to help them search for reasons, to help them think and to help them decide, to help them make good choices". This is a lengthy process, because discipline "is made of so many specifics"—with truth, promptness, kindness, respect for property, respect for personality etc., etc., etc.

Children who need remedial handling will always be a small minority. "To get a handle on these youngsters you have to understand the basic satisfactions that all people seek. They do not need more knowledge about how to behave, in order to get back on the normal path to discipline. They need some "X"—a missing quality that sustains life and fosters it, that lets people live and grow".

The "basic satisfaction" that some of these children have missed are "...... a lifetime of love, of appreciation, of belonging, of praise, of acceptance,........... of being needed and necessary and important from the day they were born." The proper way to look at these children is not as problems in discipline but as your sick and wounded, to whom life has been unkind and who are "fighting for their survival". "These youngsters are stamped by overstatement, overaction, over-emphasis. Their needs, fermenting and fizzing, burst out, like water gushing through a broken dam."

Such disturbed and troublesome children, need firmness. They "feel comfort inside when there are limits—decent, sensible, reasonable, but firm limits." "Have limits," he says, "but without harshness. Have limits, but no coldness. Have limits but be sympathetic and friendly at the same time."

But firmess and understanding are only the first steps towards discipline. These are hungry children. These are empty children. What can the teacher do to assuage their hunger, to fill their emptiness? "You can use your classroom programme, your curriculum, yourself, and your relationships to give these empty youngsters massive doses—big servings, tremendous helpings—of whatever they are seeking: love...... achievement......belonging... ...praise...... acceptance.........independence. You can heap their platters high. The specific medicine these children need is something you have: *a good life*. You specialise in this, in good living for boys and girls. These youngsters have been on a starvation diet. You can begin to fill them up."

E.A. Pires.

The Training of Teachers. Report of the Conference of Internationally minded Schools, in consultation with Unesco. 1955, pp.

THIS is a report based on the deliberations of the conference of some 40 teachers from nine countries of Europe (including Great Britain) and the U.S.A. held in 1954, at Pendley Manor, England on the subject of Training of Teachers.

The booklet attempts, on an international basis, to state some of the principles which emerged during the deliberations of the conference and find wide support over large areas of the world. It is a pity that no country from the East was represented however, the topics covered are of general application and many of the suggestions made would apply to non-European countries also. The main recommendations and principles formulated, centre round the importance of the Secondary school, special features of the teacher's career, qualities required in teachers. the mental health of teachers, selection of teachers and the curriculum to be followed in and the organization of training colleges.

The report of an international gathering, particularly when the object is to state only widely accepted principles in the field concerned. has perforce to be brief, general and rather platitudinous. Despite these faults, the present publication contains much gold which, considering the brief space of 32 pages, it would be difficult to discover in any other document of this size.

The section dealing with "What is to be desired in Training Courses", contains many suggestions regarding the desirability of encouraging teachers to take up vacation posts, the nature of the training curriculum, the place of psychology and the democratic organization and administration of training institutions. All teachers and heads of training institutions in this country will do well to pursue these and decide whether the experiences provided in their institutions to trainees measure up to the standards prescribed.

Veda Prakasha

Extrait du Catalogue des Livres de Fonds et en nombre classes par ordre alphabetique de la Librarie d' Amerique et d'Orient Adrien-Maisonneuve Paris, October 1953.

Catalogue de Livres anciens et modernes rares ou curieux relatifs l'Orient en vente a' la libraries d' amerique et d'Orient Adrien-Maisorneuve. Paris (VI), Mars 1955.

EXCEPT for an antiquarian in search of rare books, it is not usual for the individual to go perusing catalogues of musty

old bookshops. Such an undertaking can at times, however, prove quite rewarding.

The Adrien Maisonneuve bookshop on the left bank of the Seine in the Latin Quarter of Paris periodically publishes catalogues of its stocks. The ones for October, 1953, and March, 1955, have been received by the Ministry of Education and prove to be of special interest to India.

The 1953 issue is a much more modest affair than the 1955 one, but might in a way make more interesting reading. The 1955 catalogue runs to 82 demy octavo pages of close 5-point prints, and the books are grouped systematically under twenty subject headings arranged in alphabetical order which can easily be found from the contents page, while each item is numbered and clearly priced in French francs. The "Indes" (India) section covers pp. 56-60.

The Adrien-Maisonneuve bookshop specialises in rare ancient and modern works on American and Oriental subjects; it acts as publishers to the Institut des Hautes Etudes Semitiques, the Institut des Hautes Etudes Islamiques, the Institut des Hautes Etudes Indiennes, it has for sale the publications of the Institut d'Etudes Orientales de la Faculte des Lettres d'Alger, the Institut Francais d'Archeologie Orientale, au Caire, the Institut Francais de Damas, the Institut Franco-Chinois de l'Universite de Paris, the Institut Franco-Iranien, a Teheran. It invites these learned societies and authors to entrust their erudite and scientific works to them for sale.

The 1953 catalogue arranged alphabetically under author is obviously far less orderly and scientific than the 1955 issue, but its 48 pages listing 569 works make interesting reading.

The books range far and wide in time and space, but on the whole deal mostly with Egypt, North Africa, the Mediterranean, the Middle East, the Far East and especially India. With few exceptions, the publications are of recent date, mostly in the French language and by French authors.

The subjects cover Archaeology, Pre-history, History, Linguistics, Legends, Myths, Music, Musical Instruments, Religion, Hagiography, the linguistics of ancient times, obscure and unusual contemporary languages accompanied by dictionaries, grammar books and text-books of various sorts; they range over the tribes of men literally from China to Peru.

A very large number of the books listed in both catalogues concern Buddhism, and it is interesting to note how thoroughly French scholars have studied the ancient lore of India and translated into French every available manuscript from the Sanskrit, Pali, Prakrit Tibetan and Chinese, with an occasional translation from the English or other European languages.

Driven by the necessity of reorganising her economy as rapidly as possible, contemporary India is turning more and more to industrialisation and therefore technology and science. This tends to make the study of her ancient lore and religions relatively less popular nowadays, but it is this very subject that has proved of such special attraction to European scholars for well nigh two hundred years and the French were the earliest Indologists. It is a tradition that persists to this day as is clearly revealed from the pages of these two catalogues.

In May this year, India is planning to celebrate the Buddha Jayanti, the 2500th anniversary of the Buddha's birth and death. Indian and foreign scholars are to meet to discuss what is known of Buddhism and possibly to reinterpret Buddhism for the modern world. There can be no doubt that the work of eminent French scholars in this field will contribute very greatly to the elucidation and interpretation of the ancient records of the Buddha's life and work.

Marthe Sinha

First Course in Educational Statistics L.P. Mehrotra and (Mrs.) K. Mehrotra. Ram Narain Lal, Allahabad. pp. 280. Rs. 7/-.

THE book is designed to meet the requirements of students of Psychology and Education in Training colleges and universities. It deals with the fundamentals of Statistics as applied to this special field of research and study. The topics covered include Measurements in Psychology and Education, Measures of Central Tendency and Variability, Correlation, Regression, Normal Probability Curve, Sampling, Tests of Significance to mention few; but perhaps the inclusion of those like Test construction, Reliability of Tests and Elementary Factor Analysis would have added to the practical value of the book.

The author has made a commendable effort to bring out this textbook for elementary students of Statistics. To make the subject easily understandable to students with little mathematical background, care has been taken to make the treatment as nonmathematical as possible and to subordinate theory to practical application.

An attempt at over-simplification has, however, not only made the treatment and explanation of ideas, at places, inadequate and faulty but their expression defective.

Computational Techniques, an important item in the training of an elementary student, are very well dealt with.

In addition to the grouping of exercises on different topics at the end of the book, a few follow-up unsolved exercises and a similar but a larger set at the end of each chapter would have enhanced the value of the book.

H.D. Gulati.

Parent Cooperative Nursery Schools. Katherine Whiteside Taylor. Bureau of Publications, Columbia University, New York, 1954. pp. 257 $ 2. 85 c.

The book under review, presents a picture of day-to-day routine and the underlying philosophy of what are known as parent cooperative nursery schools. The increasing demand for low-cost pre-school education, in recent years, has brought into prominence the parent cooperative nursery Schools in U.S.A. and this book serves as a guide for parents, teachers, educators and community leaders in U.S.A., interested in organising such schools.

A basic premise in this book is that the continuing growth and learning of parents underlie that of children. It shows how parent cooperatives with trained guidance may provide both the stimulus and the means whereby children, parents and their teachers may grow together. Further, the development of children at home and at school is seen and treated as one whole.

Studies in child psychology indicate that children who have come from nursery schools are, at entrance, in other schools, generally well ahead of the average in self-reliance and in ability to enter group activities and play constructively. Parent cooperative nursery schools keep alive 'the delight in children' which so many adults so tragically lose.

Parent cooperative nursery schools are usually in session for two and a half or three hours, three to five mornings a week and may be housed in unused school rooms, in recreation centres or private houses. A qualified teacher is in charge and present every day. In some groups she is a mother who has secured the necessary training and whose own child is enrolled in the cooperative. According to the usual plan each mother, after preparatory education gives one morning a week to assist the teacher in charge. She also receives in-service training in the form of lectures, discussions, demonstrations etc. Because a large part of the staffing is provided cooperatively

the cost of running such cooperatives is kept within the reach of many parents who could not otherwise afford nursery school education for their children.

The fact that many of these nursery schools have developed without the aid of public funds or private endowments bears testimony to the vitality of a non-profit, community service enterprise. Parents whose children have outgrown things like small cars or other toys, donate these to the nursery school. A great deal of what is often considered waste material in a home, is highly useful for imaginative and constructive play. Big packing cases, small wooden boxes, empty barrels, old kitchen spoons, pots, pans, old motor car tyres, sand boxes, shovels, ladders, large blocks, old laundry tubs, scrap books of pictures cut out from magazines pasted on heavy brown paper, bean bags, stuffed dolls, discarded curtains, etc., are most useful in nursery schools.

In some schools fathers also participate by repairing equipment, taking the place of their gives on occasions, giving talks, demonstrations or radio programmes, raising funds and by giving legal or medical advice. All of this helps to create a closer feeling for the school and a deeper understanding for the management of children. These schools exemplify a fine democratic partnership between teachers and parents.

In dealing with the problem of managing such cooperative nursery schools, the author gives explicit and detailed help for parents in the setting of U.S.A. Many of the conditions prevailing in the homes referred to in the book have no parallel in our setting in India. While repetitions of many details occur, there are no suggestions for parents and teachers in the urban and rural areas in India.

As a reference for student-teachers doing research in child study and childhood education in general the book may be useful. However many of the details are foreign to Indian teachers and therefore guidance in the use of the book under Indian conditions is necessary.

Mariam Koshy

Animal Stories. J. F. Forrester and B. M. Chester. (Deepak Supplementary Readers Series IA.) Oxford University Press. pp. 36 As. -/6/-.

The Swiss Family Robinson. J. F. Forrester and B. M. Chester (Deepak Supplementary Readers series III B) Oxford University Press. pp. 7. as -/10/-

IN this Reader F. J. Forrester and B. M. Chester have modified the structure of the stories presented in an attempt to simplify the plot, in the original versions. In doing so they have sacrificed the ethical values exemplified as well as the plausibility of the plot, e.g., in the story of the Selfish Sparrows the reader is unable to understand why the sparrow was penalized for the altruistic act of harbouring the crow family that had failed to learn the value of self help at a desperate juncture.

The Rabbit and the Kite is also a narrative of a pathetic type. It speaks of sadness and revenge and fails to provide the satisfying experience of "They lived happily ever after" which is so appealing to the human psyche.

In "The Sun, the wind and the moon" and "The Hunter and the Dove" the moral instead of speaking for itself is unabashedly pointed out.

It will be realized, the aim in nature stories is to work with and not against the virtue of the character. In this Reader the Sparrow is depicted as selfish and callously indifferent to another's discomfiture whereas the innate virtue associated with a Sparrow is simplicity and a gentle accommodating nature. And again the wind and the Sun are cursed to freeze and parch whereas their natural function is to assist growth and provide warmth and cheer.

In repetitions these stories have no rhythmic effects like the refrains in a real story which fascinate and delight the reader.

However, viewed from the language angle ths book is a commendable supplementaryReader. New words are systematically worked into the fabric of the stories and repeatedly presented in a changing context. Structures give a thorough grounding in the elements of the language set up.

The stories though of indifferent value in the sense referred to above, speak of familiar objects in nature. They are amusing in parts especially to the unsophisticated child mind. The book will therefore, serve a useful purpose if the teacher guides and steers the child past the rocks and danger points.

This book retells simply and within a controlled vocabulary the famous story of the adventures of the Swiss Family Robinson on the Unknown Island. The narrative is smooth and retains its original appeal. It reckons on the ability of man to learn by experience to conquer the elements and survive in an inhospitable world. The spirit of adventure persists throughout and the intrinsic value of man's moral nature is illustrated in the unassailably high ideals in accordance with which the family lives in the face of insurmountable difficulties. The belief in the fatherhood of God invests the story with purpose. It is plausibly constructed with touches of humour to enliven tense situations and ends on a happy and suggestive note. The map is well drawn and enables the reader to follow the incidents in story clearly and intelligibly.

The questions are thought-provoking and are of value in developing oral and written expression.

The language of the book however is rather high pitched and not in keeping with the vocabulary attainment of children of form IV in Indian Schools for whom it is meant. The setting too is unrelated to Indian life and surroundings. Nevertheless, as an adventure story and settlers tale it should be enjoyed by all children in all English-speaking countries. It can be used with profit as a supplementary Reader in IV Series.

L.A. Coelho.

Education of the Mentally Handicapped Children. I. E. Wallace Wallin. Harper and Brothers, New York, 1955. pp. 485. $4.50.

SINCE the time of Seguin in the 18th century the problem of educating the mentally handicapped has arrested the attention of educationists as well as psychologists. At present, work on high grade and borderline defective and mentally handicapped children is rapidly becoming a distinct and specialised field.

This book gives a comprehensive picture of the whole issue as it stands today and leads the reader to a proper understanding of the problem in relation to home, school, society and the state. It will be specially useful to countries like India that have so far done comparatively little for the handicapped in planning the future system of education for mentally handicapped children.

Formerly the problems of the mentally handicapped centred round instructional difficulties in the class and social adjustment difficulties in the school. But today as we look deeper into it,—"mental deficiency is a liability on the social order and a hindrance to successful personal living". It is, therefore, incumbent on the community to utilise all possible social, and educational resources for the training, and education of the mentally handicapped.

It means essentially an orientation of our outlook towards the mental deficients and throughout the book the author emphasises this new outlook. He also reasonably emphasises the fact that the public schools with their better teachers and educational facilities should assume the obligation of educating such children

instead of sending them to schools specially designed for them.

The great need for such special classes is trained teachers who can help to bring about the development and remedial emotional climate necessary for such children. The aim of education for the mentally handicapped children should be the "development of social efficiency; occupational competence, and civic responsibility along with literary instruction to the maximum extent consonant with their learning potentiality.

These points apart, parent education receives emphasis. It is essential for the mentally handicapped children, that their emotional needs at home should be fulfilled. Parents need to realise how their emotional problems, so often projected on the child can cause undue frustration in children.

A flexible curriculum solves some, but not all educational problems. The author offers definite suggestions regarding social planning for mental deficients. Such planning includes euthenics and eugenics as well. He maintains that the causes of mental deficiency are often very obscure but heredity is the most important single cause and prevention or eradication of mental deficiency is commended along these lines.

Anima Mukherjee.

First Seminar on Extension Services in Training Colleges. University Press, Delhi. pp. 55.

THIS publication makes interesting reading of the preliminary explorations of what is intended to be, in the near future—and possibly has become already in a few instances—an established practice of Teacher Training Institutes. Extension Services, it is generally agreed, are essential appendages of every teacher training college if teachers are expected to maintain a standard in teaching. The subject matter, what types of courses and means of presentation, and the financing of this institution in the Second Five-Year Plan are points that are discussed in this first Seminar.

The appendices contain a fund of information and indicate the amount of organisation that went before and after and is still to come until the scheme is finalized. The perusal of this small pamphlet will prove rewarding to every educationist and administrator.

Roshan Marker

"United Kingdom Postgraduate Awards 1955-56" The Association of Universities of British Commonwealth, London. November 1955. pp. 123.

PUBLISED in accordance with a resolution of the 1948 Commonwealth Universities Conference, this annual list of postgraduate awards is now in its eighth edition. Like its predecessors, this is a compendium of information on fellowships, scholarships, grants etc. tenable at Universities or institutions of equal status in the United Kingdom by students from overseas. Within the compass of less than a hundred pages, it gives the exhaustive information so eagerly sought by foreign students, research scholars and teachers desirous of pursuing advanced courses of study or research in the arts and sciences in the United Kingdom. It contains a useful appendix with information on the more important awards tenable outside the United Kingdom.

R. P. Jaiswal.

A Useful Study Book in English Grammer with Hindi. 4th edition June 1955. **Hindi-Gujrati Shikshak. Marathi-Gujrati Shikshak. The Easy French Teacher.** N. G. Mehta, Published by N. Mehta, Joshi Bawg, Kalyan, pp. 36, 136, 127 and 64. Rs. 4, & Re. 1/- each.

THE learning of English has at no time been an easy matter for the majority of Indian students. Since independence, by virtue of its secondary place in our

national life, English has become increasingly difficult to master. Nevertheless, that it must stay, at the best as an important second or third language, there is no disputing. Under these circumstances there is an urgent need for simple books on English Grammar through which young students may be able to pick up the essentials of English Grammar, in their own language. Mr Mehtas' *A Useful Book in English Grammer* fulfils this purpose fairly well. A Hindi speaking student will find in it Hindi equivalents of terms used in English Grammar. There is, however, the need to explain these terms in Hindi itself so as to simplify the understanding of English Grammar. This apart, the book is written in an easy style, and may be recommended as a young students' guide to English Grammar.

With the adoption of Hindi as the official language of the Union it has become essential for every Hindi-knowing person to learn at least one more regional language in order to ensure reciprocal understanding between Hindi-speaking and other regional areas. *Hindi-Gujrati Shikshak* is a good guide in this direction. Besides offering a good comparative study of the grammars of Hindi and Gujrati, it enables a Hindi-knowing person to learn Gujrati without a teacher. However, influenced by Gujrati script the book sometimes misleads the non-Hindi knowing readers on the correctness of the Devnagari script. Either this should be brought out by a comparison of the scripts or the fact clearly stated that it is a Gujrati variety of the script.

Marathi-Gujrati Shikshak helps a Marathi-knowing person to learn Gujrati without the help of a teacher. It gives a thorough elementary knowledge of Marathi to Gujratis.

The Easy French Teacher is a novel attempt to help self-teach a Marathi speaking person, (knowing English) to learn French. The similarities of English and French are constantly stressed so that those who learn English should on this method acquire a working knowledge of French comparatively quickly.

A. K. Malaviya.

Studies in Education and Psychology Publications No. 2 (1953) and No. 4 (1955). Central Institute of Education. pp. 51 and 60. Rs. 1/8/- each.

THE two publications are edited and summarised reports submitted by the students for their Degree of Master of Education in 1951-52. That this is now an established practice, even in a summarised and edited form, is a welcome decision. A venture long due in India it deserves to be widespread among graduate institutes of various types. While it encourages the attitude of scholarly research among our students, it tends to foster creativity and a sense of practical application in terms of the needs of a free society. In most European countries the research habit is nurtured at the High school stage.

Published and unpublished theses of all institutes and colleges of a European country, in turn, are usually bibliographed and annotated subject-wise and traceable to their origins. While this method enables a student to track down any study he may require it also serves one way of checking that research among students is original and has drawn upon information from studies that have preceded it.

The studies, of a high standard, in the two volumes, emerge out of work done in rural and urban areas and cover a wide group of subjects, from English, Mathematics, reading interests, curricula of elementary schools, teacher traits to a study of Hiuer Tsangs views of Nalanda in India of 629 A.D.

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KEY TO ABBREVIATIONS.

+	Continued on later pages of same issue,
&	and
Ag	August
D	December
Jl	July
N	November
O	October
S	September
B	Bimonthly
m	Monthly
no	Number
q	Quarterly

The following is a sample explanation of abbrevations used :—

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CONTRIBUTORS

Humayun, Kabir,
Member, University Grants Commission,
New Delhi.

J.G. Fowlkes,
Educational Consultant to the Ministry of Education,
Government of India,
New Delhi.

K.L. Shrimali,
Deputy Minister of Education,
Government of India,
New Delhi,

Charles Louis Fabri,
Art Critic to "*The Statesman*"
New Delhi.

M. Choksi,
New Era School,
Bombay.

J.A.K. Martyn,
Head Master,
Doon School,
Dehra Dun.

G.D. Sondhi,
Sabathu,
Simla.

Samuel Mathai,
Secretary,
University Grants Commission,
New Delhi.

K.G. Saiyidain,
Secretary to the Government of India,
Ministry of Education,
New Delhi.

F.J. Schonell,
Dean of the Faculty of Education,
Queensland University,
Brisbane,
Australia.

J.A. Richardson,
Deputy Head, Remedial Education Centre,
Queensland University,
Brisbane,
Australia.

Rajammal P. Devadas,
Chief Home Economist,
Directorate of Extension and Planning,
Government of India,
New Delhi.

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